

- We have been developing a tool under G.A.M.E.S. to assess the retention of management information systems concepts by our majors. Because of the ACICS accreditation process that has been occurring during the last year, it was recommended we should formally proceed with assessment.
- We have tried to make faculty aware of the need for more “real world” examples in the classroom. We are discussing ways to measure this effort including working with local companies to offer more student internship programs.
- We considered in our area discussions the need for, and our ability to provide more, management information systems tracks, by restructuring the major. With ACICS accreditation decisions approaching, it is difficult to make major changes to our curriculum.

Plans for the Current Year: 2016-2017

The University is to allow the management information systems area to continue to develop an assessment test for the management information systems area. We could collect the data during 2015 and the data could be very useful when we have our next five year program review during the 2017-2018 academic years.

In addition, the management information systems area plans to:

- Continue to work on increasing the number of students in MIS.
- Work on developing a Health Information Systems degree.
- Work on developing a 2-Plus-2 degree with the community college.
- Work on a plan to integrate enterprise resource planning (ERP) software using real world data in to the MIS curriculum.
- Continue to have all upper MIS courses require students to contact a real business and perform and critical analysis of various systems and/or problems the business might be having and offering possible solutions.
- Continue to stress the Global importance of information systems and implications in almost all upper level MIS courses
- Continue to stress the moral and ethical implications relating to information systems development in most upper level MIS courses

D. Three-Year Strategic Retention Action Plans 2015 – 2018

An essential step in the retention planning process is the formulation of appropriate key retention strategies and action plans designed to achieve the goals that have been established. Strategies represent the broad class of actions with long-term outcomes and are followed by detailed action plans which represent the immediate, short-term action steps that collectively form each strategy. Developing good activity/action plans is the most important, detailed, and time-consuming part of the quality enhancement (retention) planning process. The activity/action plans that follow are the heart of this plan.

The action plans were developed in early 2015 by ad hoc teams of individuals representing Si Tanka University faculty, staff, and students who refined the work of larger groups who participated in discussions and workshops led by Dr. Adam Yang in fall 2014. Each team was chaired by a “champion.” The initial action plans included some overlap, so the Retention Team examined and further clarified the plans in August and September 2015; it also prioritized actions within each of the strategies. Each plan includes the following:

- **Additional Steps:** what specific actions should we take as we adopt each retention strategy?
- **Responsibility:** who should have primary responsibility for making sure that the recommended actions are taken? (We recognize that the individuals listed may delegate this responsibility to someone who reports to him/her.)
- **Completion date:** what is a realistic date by which the action should be completed? (Note that multiple actions are already in various stages of completion.)
- **Cost:** if available, what is the Retention Team’s best estimate of the cost of implementation of the actions? Some actions, such as determining gaps in academic support services, involve doing data analysis or further investigation. Other than the time of the individuals involved, these actions are low- or no-cost. Other actions, like the expansion of learning communities, could vary considerably in cost depending upon how complicated the community is, whether the community is residential or not, etc. Still other actions, such as bringing back Supplemental Instruction, will clearly require a significant allocation of resources.
- **Outcome assessment:** which of the goal categories have the potential to be positively impacted if the actions are taken? The Office of Academic Dean has been involved in conversations about the assessment of outcomes, and specific assessment plans will be developed as action plans are approved and implemented.

The retention plans are listed on the pages that follow in the priority order recommended at the October 2015 Campus Effectiveness Plan Committee (ECCoM) meeting. As noted above, within strategies, items are listed in priority order. The goal categories used for assessment are:

- I. Overall Retention (new first-time-in- college freshmen)
- II. Late Commits (Registered for classes or after July 10)
- III. College Major or Subdivision
- IV. HS GPA (2.90 or less)
- V. Ethnicity

Priority 1: Enhance Academic Support Services				
Key Strategy: Ensure the optimum availability of academic support services in support of student learning.				
Description/Explanation:				
IMPLEMENTATION SCHEDULE/TIMETABLE				
Additional Steps	Responsibility	Completion Date	Cost	Assessment
Develop a program of Supplement Instruction (SI) to augment tutoring support (ID faculty, courses, training). Identify coordination of SI to ensure full and complete deployment.	Office of the Academic Dean	Winter of 2017	(b)(6) per year	Goal categories I-V
Increase staffing to ensure sufficient professional staff to provide administrative oversight and sufficient student tutors/SI peer leaders to meet demand during peak and non-peak times.	Office of the Academic Dean	Fall 2016	Reassigned time for a faculty member (estimate (b)(6) per year)	Goal categories I-V
Create a search database of existing supportive options associated with need (integrating forms of support to encourage	IT Manager	Summer 2016	Staff Time	Goal categories I-V

access). Developing specific marketing plans for supportive services.				
Conduct a data analysis to determine salient gaps and need for academic support services. Develop rules of engagement (screening criteria) for support services (face-to-face or virtual) to ensure efficient alignment of student needs with available resources.	Department of Student Services	Summer 2016	Staff Time	Goal categories I-V
Create an administrative position with oversight of academic support services, including but not limited to academic advising. Determine the appropriate organizational structure of those services.	President's Office	Fall 2016	(b)(6) - benefits per year	Goal categories I-V
Integrate additional synchronous and asynchronous online approaches to support creative tutoring efforts.	IT Manager	Online tutoring was initiated in January 2016	Ongoing cost: \$26 per hour, or approximately \$35,000 per year	Goal categories I-V
Champion: [REDACTED] Dean of Academic Affairs				

Priority 2: Improve the Quality of Academic Advising				
Key Strategy: Develop more systematic, intentional, and seamless advising interactions for students (especially for new freshmen) that emphasize relationship building and high expectations.				
Description/Explanation:				
IMPLEMENTATION SCHEDULE/TIMETABLE				
Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Reexamine and evaluate the human resource classification system (and pay) for advising to eliminate turnover of professional advisors.	HR Office	By the end of the 2015-2016 academic year	Dependent upon money needed to appropriately adjust compensation and create new professional advising positions	Goal categories I-V
Provide seamless technology support for advising.	IT Manager	As soon as a new version of G.A.M.E.S. (CRM) can be purchased	Cost of the software package and STU Information Technology support staff	Goal categories I-V
Create adherence to an essential list of advising requirements; e.g., every student knows the name of his/her academic and faculty advisors (mentor).	Department Chairs	Spring and Summer 2016	none	Goal categories I-V
Develop a process to increase the course availability based on	Department Chairs	Begin Spring 2016	Money to fund additional courses if needed. (Wait listing will help us better	Goal categories I-V

student demand; i.e., wait listing in registration and scheduling courses and sections based on degree audits.			meet course demand, and trends will identify disciplines in which additional faculty should be hired.)	
Identify alignment options for increasing uniformity of advising services (i.e., online advising module for all students, and advising topics)	Department of Student Services	Summer and fall 2014	Staff Time	Goal categories I-V
Develop increased opportunities for advising prospective (new, admitted) students for success (prior to enrollment).	Department of Student Services	Begin in spring 2014	Staff Time	Goal categories I-V
Provide additional professional development to ensure advisors share best practices including access to needed data and information (professional travel for full-time and faculty advisors, faculty training, incl. an online module).	Office of the Academic Dean	Research travel budget during winter 2016; create online faculty advising module summer 2016	Cost of travel	Goal categories I-V

Define the difference between mentoring and advising, define mentoring standards, and provide for a clear role for faculty mentors and professional advisors – this could be department based. Assess place of advising in faculty evaluation system and recommend changes to system if/as appropriate	Advising coordinators (with input from Department Chairs) and Faculty	Begin discussions, and planning, in 2015-2016 academic year	Cost of hiring more professional advisors; potentially more incentives for faculty (those who keep advising and those who want to become mentors) – could be monetary or other types of compensation	Goal categories I-V
Identify data needs to inform advising conversations (e.g., % of current freshmen advised by professional advisors).	Department of Student Services	Spring 2014	none	Goal categories I-V
Increase integration of career advising into advising process (including job shadowing) and integration of career experiences.	Department of Student Services	Discussions in 2015-2016 academic year.	Potential cost of additional staff in Department of the Student Services	Goal categories I-V
Identify opportunities and receptivity in colleges to advance ambassadors and other peers to provide	Department of Student Services	Discussions have begun spring 2015	None unless students are compensated for mentoring	Goal categories I-V

mentorship opportunities for students.				
Champion: [REDACTED], Director of Student Services				

Priority 3: Develop Additional Learning Communities				
Key Strategy: Identify and develop additional residential and non-residential learning community approaches that will expand access to the “power of the cohort” for new freshmen students.				
Description/Explanation: These learning community options should include both residential and nonresidential experiences				
IMPLEMENTATION SCHEDULE/TIMETABLE				
Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Identify faculty who may be interested in participating in learning communities.	Department Chairs	February 2016	none	Goal categories I-V
Investigate/research past learning community success at STU and best practices at other institutions to determine what “works.”	Department of Student Services	March 2016	none	Goal categories I-V
Conduct focus group of freshmen to identify learning community preferences.	Admissions Office	Fall 2016	none	Goal categories I-V
Promote/market learning communities to encourage student participation.	Admissions Office	May 2016	Minimal costs for flier development and mailing	Goal categories I-V

Identify ways to integrate student life and professional activities into learning communities.	Department of Student Services	May 2015	none	Goal categories I-V
Investigate connecting learning community with autobiographical writing class to accelerate personal connections with individual stories.	Department Chairs	May 2015	none	Goal categories I-VII
Evaluate reasons why students are and are not academically successful in learning communities at STU.	Registration Office	Ongoing. Data for Biology Connections community will be available in Fall 2015	none	Goal categories I-VII
Identify coordination options for expanding residential and non-residential learning communities...creative options may be appropriate.	Admissions Office	Fall 2014. New options for fall 2015 should be identified by late in the fall 2014 semester	none	Goal categories I-VII
Champion: [REDACTED] – Admissions Director				

Priority 4: Manage Enrollment Strategically				
<p>Key Strategy: Manage enrollment strategically, especially for first-time, degree-seeking, academically underprepared, and late admit students by using data to align outreach approaches with desired retention outcomes; e.g., capacity of targeted majors, learning readiness of applicants, desired profile of entering class, and consideration of alternate entrance criteria for late applicants.</p> <p>Description/Explanation: This approach will balance input financial management with student-centered outcome management considerations.</p>				
IMPLEMENTATION SCHEDULE/TIMETABLE				
Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Examine admissions criteria focusing on those indicators that are highly correlated to retention.	Admissions Office	December 2015	none	Goal categories II and V
Encourage the University to strategically expand the recruitment market and align growth with appropriate supportive services.	Admissions Office	July 2015	Additional names can be purchased for \$.34 each. It is estimated a minimum of 10,000 additional names will be needed. Total estimate (b)(6)	Goal category I
Provide special orientation, transition services, and advising support for late commits and other at-risk populations.	Department of Student Services	Fall 2015 (pilot)	Current resources will be reallocated to accommodate separate sessions for identified at-risk populations.	Goal category II
Investigate the nature of the late commit challenge:	Registration Office	December 2015	none	Goal categories I-V

Answer the question of why the late commits are leaving and their reasons for departure. Also, investigate the impact of financial considerations on the enrollment of late commits.				
Refine a communication flow that focuses the attention of late admits on financial aid issues.	Registration Office	Fall 2015	none	Goal categories I-V
Use campus employment as retention strategy for late committing and enrolling students.	Department of Student Services	Plan in place by March 2016	none	Goal categories I-V
Investigate specific yield strategies to decrease number of late commits.	Registration Office	Summer/Fall 2016	none	Goal categories I-V
Develop a strategic financial aid plan to increase retention.	Business Office	July 1, 2016 (Plan) for fall 2016 class	While additional resources will be necessary to expand the University's internal financial aid pool, no additional cost will be incurred in the development of the plan.	

Champion:		Registrar
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Priority 5: Integrate Career Awareness into all Students' First Year Curricula				
Key Strategy: Integrate career awareness into all new student's first-year curriculum to ensure a more complete understanding of the chosen majors for decided students and of available alternatives for deciding students.				
Description/Explanation:				
IMPLEMENTATION SCHEDULE/TIMETABLE				
Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Investigate the persistence reporting of pre-major retention to inform understanding of the transition process into the student's major choice	Registration Office	December 2015	none	Goal categories I, II, and III.
Create additional opportunities for students to learn more about majors during the intake process (electronic and otherwise). Review the assignments of advisees to ensure identification of new student assignments.	Department Chairs	Fall term 2015	none	Goal category I and III.
Integrate advising practice issues into G.A.M.E.S. – CRM ongoing training and support.	IT Manager	January 2016 decision anticipated	Part of cost of G.A.M.E.S. contract	Goal categories I-V

Development of the career coaching approach, including assignments and development of coaching, résumé prep, alumni bridge development, advisory boards, internships and programming that are college specific.	Department of Student Services	Conversations with University Leadership will begin spring 2016. The implementation strategy is contingent upon new funding request, currently under consideration.	Dependent upon level of funding received through new funding initiative.	Goal categories III and V
Develop a required career-related experience for all majors (Intro to Career).	Department of Student Services	Fall 2016 development; fall 2017 Implementation	Will vary by Department	Goal categories II, III and V
Use the CSI and other information to inform educational planning and major choices...early in the intake process.	Department Chairs	Summer 2016	none	Goal category I-V
Champion: [REDACTED] Department Chair of Management				

A Final Word

This plan does not ensure results. It would be folly for this or any plan to guarantee retention outcomes. However, it does document a disciplined appraisal of current retention realities at Si Tanka University. It also reflects thoughtful goal setting taking those realities into account.

Utilizing our knowledge of the characteristics of STU students and best practices in student retention, this document identifies priority improvement targets and outlines specific strategies and attendant action plans. It was developed through a careful planning effort involving representatives of diverse STU constituencies, all of whom are dedicated to facilitating student success. Upon approval, this plan will serve as a communication tool that describes what STU expects to achieve and how it will accomplish it.

Si Tanka University has already committed significant financial and human resources to improving student retention. This plan proposes specific future retention goals, points STU in a direction that should enable our institution to achieve those goals, and recommends a direct and practical route the University should take to reach its destination. Continuing investment by the STU community is crucial for the success of this plan. We are confident that our investment will pay significant dividends for our institution and—more importantly—for the students who attend our University and the families who entrust their sons and daughters to us.

E. Three-Year Strategic Placement Action Plans 2015 – 2018

Introduction

Si Tanka University provides placement services for program graduates and other students as resources allow. Students are informed of services available on the University website, in a placement brochure and in program orientations. Students are encouraged to register, submit their resume, a cover letter and create a portfolio with the Student Services Office to be used in searching for employment opportunities that provide a good fit for the student and the employer.

Placement and follow-up includes the collection of data from graduates and non-graduates as well as employers of graduates to evaluate the impact and resulting quality of our programs and training. The following plan outlines the plan for University placement and follow-up services.

Responsibility

The Job Placement Specialist is responsible for all placement and follow-up activities, including coordination and communication with faculty, employers, students, and the Student Services Office advisory committee. The Specialist maintains student resumes, the electronic Job Board, and enters and evaluates reporting of placement and follow-up data. The Director of Admissions supervises the Job Placement Specialist.

The Job Placement Specialist coordinates placement services between faculty, students, and STU businesses and industries by meeting on a regular basis. In addition, the Job Placement Specialist discusses employment opportunities, notification of students available for employment, and provides guidance to students who are looking for employment. The collection of placement and follow-up data is a collective effort between students (both graduates and non-graduates), faculty, employers of graduates, and STU staff members. The evaluations and resulting reports provide valuable information that can be used to improve quality in each program as well as student outcomes.

Job Placement Services Committee

The Job Placement Services advisory committee meets at least once annually to revise follow-up surveys, review the results of the surveys, create and maintain Placement and Follow-up Plans, and discuss the development and improvement of professional development courses relating to outcomes. The committee also develops objectives for improving placement and follow-up services.

Job Board

Detailed information about employment opportunities is available to students on the University Job Board (www.sitanka.us/jobs). This information is maintained by the Job Placement Specialist and students are encouraged to use this site for available openings.

Student Advisement

Student Services Office services are available during regular business hours and appointments are necessary. Students are encouraged to register with the Student Services Office as they near completion of their program. Students can meet with the Job Placement Specialist to submit a resume and cover letter. The Specialist uses this information to assess the student's training, skills, and background in an effort to

match employment opportunities with the skills of the student. The Specialist advises the student on job search, interview and presentation strategy.

Additional follow-up with each student occurs one to two weeks after the initial advisement appointment, if needed.

Follow-up Data Collection and Reporting

The following system is used to ensure the collection of follow-up information from graduates and non-graduates, as well as employers of graduates is collected, reported and used to evaluate program effectiveness in meeting employer and industry needs.

Follow-up information on graduates and non-graduates is collected from multiple sources. All of the data is entered in the Student Information System. Reports are generated from this system and made available to University administrators.

During the University enrollment process, Student Services personnel collect placement information from incoming students. Program orientations inform new students of the importance and value of student outcomes as an indication of the quality and relevance of our programs. Students are asked to share changes in their employment status by going online and completing the Student Follow-up Survey, which includes questions to determine whether the placement is related or unrelated to the training program the student is enrolled in as well as qualitative questions used to assess the effectiveness of training. During program advisement, instructors help students set employment goals and provide information about qualifications required in industry. Instructors also work with industry partners and inform students of employment opportunities.

Students receive a letter when they graduate with information about job placement services. The letter restates the importance of successful outcomes and requesting that the student complete the Follow-up Survey online (see Appendix G).

Students who withdraw or graduate from the University with no evidence of follow-up information are considered "negative outcomes." The Job Placement Specialist oversees the process outlined in the Student Placement and Follow-up Policy and Procedure to attempt to collect follow-up information from former students.

Employers of program graduates receive follow-up contact within the first year of student employment. Employers are asked to complete an Employer Satisfaction Survey (see Appendix H). The survey includes questions about the performance of the student in job-related skills, soft skills, and the quality of the student as an employee.

Placement and follow-up data is reported to, and evaluated by Job Placement Specialist and instructors on a regular basis. Program Reviews, conducted by the Director of Campus Effectiveness, are used to provide qualitative feedback to Department Chairs and Faculty on program compliance with defined standards of performance, including outcomes. Professional development courses on outcomes are available to ensure instructors have information and resources needed to be successful. Instructors also learn about strategies to improve outcomes.

Placement and Follow-up Goals

In Fiscal Year 2015, the following improvements will be made in Placement and Follow-up:

- Student Outcomes professional development course(s) will be developed and made available to University faculty and staff.
- Development of placement metrics for University faculty and staff to use for student follow-up.
- Improvement of faculty follow-up processes.
- Improvement of data collection processes
- Improvement of communication process with graduates.

The placement plans are listed on the pages that follow in the priority order recommended at the October 2015 Campus Effectiveness Plan Committee (ECCoM) meeting. As noted above, within strategies, items are listed in priority order.

Priority 1: Career Preparedness				
Key Strategy: Promote students' career preparedness through career advising, counseling, programming, and instruction.				
Description/Explanation: Establish protocols and procedures for evaluating programs and services.				
IMPLEMENTATION SCHEDULE/TIMETABLE				
Additional Steps	Responsibility	Completion Date	Cost	Assessment
Enhance continued advising support via electronic communication	IT Department	Fall 2015	Staff Time	Access link in the email to determine usage and simplicity usage numbers related to the follow-up email; for distributed ILPs, assess every three to six months.
Offer distance career advising and counseling services	Registration Office	Fall 2016	Staff Time	Create a needs assessment to determine career advising needs (spring survey) and develop a career advising satisfaction survey.
Collect feedback on career advising, career counseling, programming, and instruction services	Department of Student Services	Summer 2016	Staff Time	Collect information, aggregate findings, and use information to enhance services

Develop consistent delivery and format for Job Placement Center presentations	Department of Student Services	Spring 2016	Staff Time	Enhance the organization and consistency of Job Placement Center presentations both in content and format; examine workshop evaluations, number of requests and nature of requestors, and the number of visits to YouTube channel presentations
Enhance programming within University via liaison roles	Dean of Academic Affairs Office	Fall 2016	Staff Time	Conduct a needs assessment, and determine the number of liaison contacts with University and departmental representatives and the number of workshops
Champion: [REDACTED] Dean of Academic Affairs				

Priority 2: Experiential Opportunities				
Key Strategy: Provide and expand experiential learning opportunities for students.				
Description/Explanation: Develop strategy to expand experiential learning opportunities for undergraduate students to explore career options, gain experience, and network professionally.				
IMPLEMENTATION SCHEDULE/TIMETABLE				
Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Strengthen relationships and partnerships with academic internship coordinators and directors	Department Chairs	Fall 2015	Staff Time	Periodically update academic internship contacts list on the internship portal, assemble and set agenda for Advisory Council and report on outcome(s), and record the number of contacts made per quadmester
Enhance and promote the Internship Headquarters portal/website to students, faculty/staff, administrators, and employers	IT Department	Fall 2016	Cost of the software package and STU Information Technology support staff	Complete and distribute marketing materials, create the employer videos, and post new student intern success stories
Expand experiential learning opportunities for STU students	Department Chairs	Summer 2016	Staff Time	Track the number of new employer contacts made each quadmester, the number of employers participating in internship

				forums and workshops, and the number of job shadowing participants
Champion: [REDACTED] Department Chair of Management				

Priority 3: Communication and Partnerships				
<p>Key Strategy: Create collaboration between the Job Placement, Academic Departments, University, and community organizations to support students' career success.</p> <p>Description/Explanation: Strengthen communication with campus departments in mutually beneficial ways to help students achieve academic and professional goals.</p>				
IMPLEMENTATION SCHEDULE/TIMETABLE				
Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Support student leaders and full-time staff in their professional development	Department Chairs	April 2016	Staff Time	Conduct workshop evaluations for presentations to student groups, staff, and attendees to assess quality of presentation; track Job Placement staff attendance at department events (similar to liaison tracking)
Strengthen collaboration with Academic Departments	Dean of Academic Affairs Office	Summer 2016	Staff Time	Track the amount of department outreach through liaison tracking; track the number of new employers; track the number of articles published

Strengthen collaboration with the University community	Dean of Academic Affairs Office	Fall 2016	Staff Time	Evaluate workshops for transfer students and distance learners
Strengthen collaboration with local community organizations	President's Office	May 2016	Minimal costs for flier development and mailing	Partner with Workforce SD to gain data on the number of STU students who gain employment through their services and increase employer contacts through participation with the Chamber of Commerce
Champion: [REDACTED] Admissions Director				

Priority 4: Student Success				
Key Strategy: Increase employment and graduate and professional school opportunities for students				
Description/Explanation:				
IMPLEMENTATION SCHEDULE/TIMETABLE				
Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Increase employment opportunities for all undergraduate and graduate students, with a targeted focus on increased internship, cooperative education, and full-time opportunities	Department Chairs	Summer 2016	Staff Time	Evaluate and compare quadmester and yearly recruiting reports to assess strategies developed to increase on-campus recruiting, career fairs, job listings, and resume referral success
Increase targeted employer development for undergraduate and graduate students in majors	Department of Student Services	December 2015	Staff Time	Through reporting data, review new employer registration and increased career fair, job listings, and campus interview activity to determine success
Increase graduate and professional school program opportunities and resources	Department of Student Services	Fall 2015	Staff Time	Review the data to determine the viability of Graduate and Professional

for students				School two-day fair opportunities
Champion: [REDACTED] Registrar				

Priority 5: Employability Skills				
Key Strategy: Provide opportunities to enhance students' employability skills.				
Description/Explanation: Secure technology to deliver innovative virtual programs and improve employer recruitment.				
IMPLEMENTATION SCHEDULE/TIMETABLE				
Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Increase Job Placement Center staff knowledge on employability skills and employment trends	Department of Student Services	December 2015	Staff Time	Administer a pre-test to all staff at the beginning of the fall quarmester and a post-test at the end of the spring quadmester regarding employability skills and industry trends
Develop students' employability knowledge and skills	Department Chairs	Fall 2015	Staff Time	Distribute a survey immediately following the series of presentations to students who signed in to each presentation
Champion: [REDACTED]	Department Chair of Management			

Priority 6: Accountability and Career Metrics				
Key Strategy: Provide accountability for career services and student outcomes.				
Description/Explanation: Develop focused initiatives targeting the career development needs of students in the business and IT.				
IMPLEMENTATION SCHEDULE/TIMETABLE				
Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Conduct a Graduating Senior Survey	Registration Office	April 2016	Staff Time	Survey graduating seniors two weeks prior to graduation
Show evidence of career preparedness skills, e.g., critical thinking, leadership, etc.	Department Chairs	Fall 2016	Staff Time	Analyze Career Portfolio data to show evidence of career preparedness skills, number of courses integrating Career Portfolio into learning outcomes, and report the number of new users
Document the number of internship placements	Registration Office	December 2016	Staff Time	Capture internship data from all University data sources

Assess and report student satisfaction with Career Center programs and services	Department of Student Services	Summer 2016	Staff Time:	Evaluate students' satisfaction with drop-in career advising services and with on-campus interviewing program; evaluate the effectiveness of the mock interview program and Job Placement Center workshops in providing career-related information and employment preparedness
Report and improve student activity in career preparedness and employability programs and services	Department of Student Services	Fall 2016	Staff Time:	Gather user data on career preparedness and employability programs and services
Champion: [REDACTED] Registrar				

Priority 7: Professional Development, Research, and Scholarship				
Key Strategy: Contribute to the profession of career development.				
Description/Explanation:				
IMPLEMENTATION SCHEDULE/TIMETABLE				
Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Complete Tech Center website/redesign	IT Office	December 2016	Staff Time	Launch the site successfully; get feedback from users via the onsite comment form
Promote staff presentations, publications, and research via The Job Placement Center website and the Department of Student Services	Department of Student Services	Spring 2016	Staff Time	Launch the site; have a policy and procedures in place for managing it
Develop a system for tracking Career Library resource use	IT Office	Winter 2017	Staff Time	Summarize data; use data in determining library resource needs and in plans for collection development

Develop a protocol and research plan for ongoing data collection	IT Office	Summer 2016	Staff Time:	Produce a research plan with timelines and the person responsible
Champion [REDACTED] T Manager				

A Final Word

Job Placement Services at Si Tanka University aims to help students and alumni reach their career goals by providing a variety of specialized resources, programs, and services. In order to accomplish this, we have developed a strategic plan aimed at helping to guide us on the types of services we offer and how we allocate our resources. The focus of the strategic plan is to establish specific programs and services that will serve students and alumni for a lifetime. Our core functions include: individual consultation, group training to assist with job readiness needs, education about sustainable employment options, and building connections through partnerships with employers from a variety of sectors.

Si Tanka University Annual Student Survey

In order to continuously improve [Your Academic Program], this questionnaire has been developed to gather feedback regarding how well your experiences at the University have met your expectations. We value your honest and detailed responses.

The questionnaire should take approximately 15 minutes to complete. Your responses are completely anonymous.

Si Tanka University Annual Student Survey

1. What year do you expect to graduate from Si Tanka University?

2. Please indicate the major you recently enrolled in Si Tanka University.

3. If applicable, please indicate any minors or secondary areas of study upon completion of this degree.

Si Tanka University Annual Student Survey

4. If you are currently employed, which of the following describe your current professional career status?

- ☐ Working in government or the public sector
- ☐ Working for a not-for-profit or non-governmental organization
- ☐ Working in the private sector or business
- ☐ Self-employed
- ☐ Pursuing a professional degree (e.g. health, medicine, law, architecture, planning, engineering)
- ☐ Working in family business

Other (please specify)

Si Tanka University Annual Student Survey

5. Please indicate your familiarity with each of the following STU services/departments.

	Very Familiar	Familiar	Slightly Familiar	Not Familiar	N/A
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outreach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study abroad program or intercultural learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outreach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

Si Tanka University Annual Student Survey

6. Admissions and Records

For each item listed below, please indicate your level of satisfaction:

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	N/A
The admissions and registrar staff were helpful during registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The registration process is clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process for dropping a class is clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transcript Request Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Si Tanka University Annual Student Survey

7. Course Learning

For each item listed below, indicate your level of satisfaction:

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	N/A
The grading in your classes are fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assignments in your classes are relevant to the objectives of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The textbook(s) in your classes are relevant to the objectives of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessability of instructors is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Si Tanka University Annual Student Survey

8. Academic Advising/Counseling

For each item listed below, indicate your level of satisfaction:

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	N/A
The advising process met my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt comfortable meeting with my advisor on line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The advisor prepared an educational plan for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The advisor discussed course load with me regarding time commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Si Tanka University Annual Student Survey

9. Career Planning and Placement

For each item listed below, indicate your level of satisfaction:

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	N/A
Career Planning and Placement staff are friendly and helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The website provides current and useful job information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job search materials provided by the office are useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning interviewing techniques helped me in my job search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Si Tanka University Annual Student Survey

10. About the Instructors

For each item listed below, indicate your level of satisfaction:

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	N/A
In general, the quality of the presentations of your professors were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructors are helpful when I have questions or need help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructors return assignments on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The communications between me and my professors went smoothly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Si Tanka University Annual Student Survey

11. What learning experiences or aspects at STU have been most beneficial to you so far?

12. What learning experiences or aspects at STU have been least beneficial to you so far?

Si Tanka University Annual Student Survey

13. If you were going to improve your learning experience at STU, what would be your top 3 recommendations?

14. What do you think are the most important issues that need to be addressed at Si Tanka University?

15. Please provide any further comments that you feel may benefit this review process.

16. Did you achieve, or will you have achieved upon completing your studies, the goals you had when you started this course or program?

Yes ☐

No ☐

17. Would you recommend these studies to a friend?

Yes ☐

No ☐

18. All things considered, were you satisfied with your studies with us?

Yes ☐

No ☐

Si Tanka University Annual Student Survey

Thank you for taking the time to complete this survey. Your input is valuable. If you have any further questions regarding this survey, please contact registration@sitanka.us.

Today is:

Si Tanka University Graduating Student Survey

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The Si Tanka University is committed to a process of continually working to enhance the experiences of students and to improve university processes and the services we provide. Because of this, we ask that you as a graduating student, complete the following survey to provide feedback regarding your experience at the University. Your feedback will remain confidential and will provide the university with the data needed to examine its programs, services and practices and to improve the educational and overall experience of future students.

The survey takes no more than 30 minutes to complete. You may skip questions that you are not inclined to answer (but we hope that you will do your best to answer all the questions that are relevant to you).

Thank you in advance for your cooperation and participation.

Degree Program

What degree are you pursuing?

- ☐ Master Degree
- ☐ Bachelor Degree

What is your department/program?

- ☐ Computer Science
- ☐ Finance
- ☐ Information System
- ☐ Management

Overall satisfaction

Thus far, how satisfied are you with each of the following aspects of your experience at STU?

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	No Experience
Overall academic experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall academic experience in your department or program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-academic experience at STU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The diversity of the student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The diversity of the faculty body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Climate and Support

Please rate the intellectual climate of your department or program.

- ☐ Very exciting
- ☐ Somewhat exciting
- ☐ Neutral
- ☐ Somewhat dull
- ☐ Very dull

Please rate the cultural climate of your department or program.

- ☐ Very inclusive of individuals with diverse backgrounds and interests
- ☐ Inclusive of individuals with diverse backgrounds and interests
- ☐ Somewhat inclusive of individuals with diverse backgrounds and interests
- ☐ Somewhat intolerant of individuals with diverse backgrounds and interests
- ☐ Very intolerant of individuals with diverse backgrounds and interests

Please rate the level of support, in general, the faculty in your program provide to students in your program.

- ☐ Very supportive
- ☐ Somewhat supportive
- ☐ Supportive
- ☐ Neutral
- ☐ Somewhat unsupportive
- ☐ Very unsupportive

Please rate the level of support, in general, the faculty in your program provide to students in your program who have backgrounds, viewpoints or scholarly interests that are **different** than those of the faculty.

- ☐ Very supportive
- ☐ Somewhat supportive
- ☐ Supportive
- ☐ Neutral
- ☐ Somewhat unsupportive
- ☐ Very unsupportive
- ☐

Please rate the level of support, in general, students in your program provide to one another.

- ☐ Very supportive
- ☐ Somewhat supportive
- ☐ Supportive
- ☐ Neutral
- ☐ Somewhat unsupportive
- ☐ Very unsupportive

Early Mentoring and Support

Does your department or program provide pre-general students with the following? If so, how **effective** is it?

	Available			Effectiveness				
	Yes	No	Don't know	Very effective	Effective	Ineffective	Very ineffective	Did not participate
An orientation to help you understand the process of completing your degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A written set of expectations about academic requirements and expected progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A written assessment of your academic progress, in addition to course grades and exam, at least annually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An annual meeting with your academic advisor and/or other faculty to assess your academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Si Tanka University Graduating Student Survey

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Please rate the following with regard to the timeliness of the advice and assistance you received from your department/program.

	Very timely	Somewhat timely	Not very timely	Not at all timely	Not applicable
Course Selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for general exams /qualifying exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance with thesis proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection of a thesis topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your thesis research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice in writing thesis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consideration of academic career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consideration of non-academic or other professional career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice about current progress and next steps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice about navigating the systems and culture of graduate education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How accessible is your faculty advisor?

- ☐ There is too much contact. I do not have enough independence
☐ Just about the right amount of contact
☐ There is not enough contact. I do not receive all the guidance I need
☐ I am not sure

Please indicate your level of satisfaction with the programs and/or services provided by each of the following offices:

	Very Satisfied	Satisfied	Ambivalent	Dissatisfied	Very Dissatisfied	No experience with this office
The Office of Academic Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Office of Administrative Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Office of Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental/Program Graduate Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Development

What types of professional development support / assistance are available to you either in your department or from the university? How **satisfied** are you with them?

	Available			Satisfaction					
	Yes	No	Don't know	Very satisfied	Satisfied	Ambivalent	Dissatisfied	Very dissatisfied	Did not participate
Effective oral communication and presentations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking to audiences outside your field of study	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving standards of academic writing appropriate to your field of study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for job interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career planning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross-cultural communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross-cultural awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training in research or professional ethics in your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Background Information Gender

- ☐ Female
☐ Male
☐ Transgender
☐ Another identity _____
☐ Prefer not to answer

U.S. Citizenship Status

- ☐ U.S. Citizen
☐ Permanent resident alien
☐ Temporary resident alien

Select one or more of the following racial categories to describe yourself: (Mark all that apply)

- ☐ American Indian or Alaskan Native
☐ Asian American
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White
☐ Other _____

Current marital status

- ☐ Not married
☐ Married
☐ Registered Domestic Partner
☐ Civil Union

Did you achieve, or will you have achieved upon completing your studies, the goals you had when you started this course or program? Yes ☐ No ☐

Would you recommend these studies to a friend? Yes ☐ No ☐

All things considered, were you satisfied with your studies with us? Yes ☐ No ☐

Si Tanka University Employer Satisfaction Survey

The Si Tanka University Employer Satisfaction Survey is conducted to collect data on employers' perceptions of recent graduates of the University. Employers are in a unique position to assess the effectiveness of the University education in preparing students' for employment. Employer responses are a valuable component in the process of evaluation of educational programs and services offered through Si Tanka University.

Your individual responses will remain confidential and will only be used in summary.

Please identify your business or organization by answering the following: Today's Date

1. Type of Business

- ☐ Service
☐ Industry/Manufacturing
☐ Government

2. Size of Business

- ☐ Fewer than 20 employees
☐ 20-50 employees
☐ More than 50 employees

3. Respondent's Title

- ☐ President/CEO
☐ HR Director/Personnel
☐ Supervisor/Manager
☐ Other, please specify

4. Have you employed an STU graduate in the last 2 years?

- ☐ Yes
☐ No

EXPECTATIONS - How well does the graduate meet your expectations, compared to what you expect of an entry-level employee?

5. Technical Work Skills

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Nearly meets Expectations</i>	<i>Does not meet Expectations</i>	<i>Not Apply</i>
Occupational knowledge related to job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application of occupational knowledge related to job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use/operations of equipment, tools, and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Nearly meets Expectations</i>	<i>Does not meet Expectations</i>	<i>Not Apply</i>
Reading and writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completes work in accordance with quality standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational skills (prioritizing, planning, goal setting, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. People Skills

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Nearly meets Expectations</i>	<i>Does not meet Expectations</i>	<i>Not Apply</i>
Listening and speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal skills (one-on-one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively in a team or group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Attitude

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Nearly meets Expectations</i>	<i>Does not meet Expectations</i>	<i>Not Apply</i>
Customer focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks to continuously improve performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates good work ethic (initiative, judgment, dependability, reliability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepts advice, supervision and constructive criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Information:

8. How satisfied are you with the graduate's education at STU?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Unsatisfied
- ☐ Very unsatisfied

9. Would you recommend graduates of STU to another employer?

- ☐ Yes
- ☐ No
- ☐ Maybe

10. Would you hire a STU graduate again?

- ☐ Yes
- ☐ No
- ☐ Maybe

11. Are there any new college level programs that your business or organization would like to see offered by Si Tanka University?

12. Are there any new professional skills that you would like to see offered or given more emphasis within STU courses?

13. Additional Comments:

Thank you for completing this survey. We know that one survey cannot cover all areas thoroughly. We are also conducting employer interviews. You are invited to talk with a key administrator or instructor from STU. If you are interested, please provide your contact information: your name, business, and the best way to reach you.

14. Name:

15. Business:

16. Best way to reach you:

I. Summary of Comments from Employer Satisfaction Survey Form

The Employer Satisfaction Survey was a project designed for the purpose of providing information about the performance of STU graduates within the workplace and for identifying the general level of satisfaction of employers of STU graduates.

The goals of the project were: (1) to measure the university's institutional effectiveness in producing graduates with appropriate job training and general education skills; (2) to become knowledgeable about employer experiences in terms of their satisfaction with the performance of employees who are graduates of STU; (3) to identify performance measures and increased accountability for STU in order to meet the needs of employers of the institution's graduates; and (4) to point toward initiatives that will serve to guide possible future direction for STU.

While examining the Graduate Survey results, please note:

"Graduating students" includes students who received:

- Master's Degree
- Bachelor's Degree

Data was collected for students graduating in:

- June 2014
- December 2014
- June 2015
- December 2015

"Employed" and "Continuing Education" are not mutually exclusive choices on the STU Graduate Survey. Therefore the cumulative percentages listed for these two choices may exceed 100 percent.

If the percentages do not add up to 100 percent, some respondents to the survey have indicated that they are either "employed" and "continuing education" OR "unemployed" and "continuing education."

Percentages indicated are the percent of those responding to the survey.

RESPONSE RATE: 21.46%

Employer Comments and Recommendations

Respondents were asked to comment on the specific competencies and provide general comments regarding the issue of career readiness competency. In commenting on specific competencies, most respondents reiterated the value of the competency.

While fewer than 22 percent provided general feedback, their comments provide recommendations for how students prepare for entry into the world of work and illustrate the value organizations place on specific attributes and skills. Comments fall into three categories: higher education and preparation; competitive advantage; and on the job.

The following are some comment examples:

- Graduates should be encouraged to conduct research about the companies, or agencies, participating in the job or career fairs to enable them to ask more in-depth questions.
- Time management and sales capabilities are important assets.
- The need for good communication skills and the ability to think “on their feet”
- Need for “people skills”, “professionalism”
- Need for interview skills training, student leadership activities, practicums
- Human relations skills in a diversified environment
- Looking for teachers who are not afraid of trying new ideas in the classroom.
- Provide realistic expectations about the world of work, expectations of employers and importance of interpersonal skills (most need help on how to handle an interview and answer questions—most have no clue)
- Participate in internship programs
- Testing Skills, Logical Thinking Skills Development
- Encourage students to relocate to an area close the universities so they can take and complete graduate programs.
- Take courses in motivating students and link reality teaching
- Writing skills—today’s graduates overall are very poor in this area
- Accountability, time management, ethics,
- Communication skills, financial calculations, business ethics, selling skills
- Interpersonal skills and computer skills
- Become more practical as opposed to theory
- Develop entrepreneurial skill, self-confidence as well as self-discipline
- Require debate, philosophy other critical thinking, logic based studies.
- Get back to basics, disciplines
- Leadership skills
- Stress the importance not just of knowledge, but application of the knowledge, and willingness to adapt to a wide variety of situations.
- Have a good grasp of public administration skills as well as specific experience and background in their area of interest.
- Competency in math and science.
- Polish interview skills; more people skills and handling of stressful job related situations

Higher education and preparation: Respondents cited the need for students to gain hands-on, real-world experience during college to prepare for work after college, pointed to internships as the best way to gain this experience, and recommended that colleges and universities build internships into their curriculum or make participation in an internship a requirement.

This section of the survey was designed to identify the satisfaction of employers with the preparedness of graduates and their readiness for the workforce. The performance of STU was as follows:

- 78.5% rated the overall performance of STU to prepare its graduates for the workplace as very good/good.
- Chances are very good/good that STU graduates will continue to be hired by employers who have done so in the past (92.8%); they will be in positions with potential for advancement (87.2%); and, they will be hired in jobs related to their major field of study (83.7%).

Competitive advantage: While respondents recognize that new college graduates continue to develop their skills and abilities as they become seasoned professionals, they noted that those candidates who can demonstrate and articulate their career readiness enjoy a competitive advantage over their less-ready counterparts in landing an initial job after graduation. Once on board, they will also move up in the organization more quickly than those who don't have the same level of competency.

Important are: interpersonal skills, oral and written communication skills, the ability to think critically. Employers are interested and place great emphasis on soft skills such as oral and written communication skills, the ability to apply knowledge and skills to real-world settings, ability to solve complex problems, and the ability to innovate and be creative.

Respondents voiced satisfaction (adjusted frequencies) with STU graduates on each of the competencies specified, as follows:

- 66.3%, 55.8% and 60.7% were satisfied with graduates' communication skills (speaking, writing and listening, respectively).
- 64.3%, 60.6% and 58.9%, respectively, were satisfied with the other competencies listed above: i.e., apply knowledge, logical thinking, and adapting to change.
- Satisfaction rates (unadjusted frequencies) by types of agency/organization of the ability to apply knowledge were business (46.6%), government (45.5%), education (41.9%), university (67.8%), medical/health (22.2%) and other (28%).

Very few employers were dissatisfied with other competencies and they either had no basis for judgment or their responses were neutral. Some of which employers were neutral and dissatisfied were the graduates' ability in critical analysis (23.7%), writing (19.3%), research skills (28.3%), the ability to use numerical data (23.5%), the ability to apply math and science (27.7%), knowledge in a specialized area (17.1%) and computer proficiency (13.2%).

On the job: Many of this survey's respondents acknowledged that it is normal for new college hires to evolve as they gain work experience and recommended that new hires can speed and strengthen this growth process by seeking out professional development

opportunities and mentors—and engaging with those mentors frequently. An added benefit: New hires that pursue such actions are perceived as flexible, responsive, and willing to learn—and match employers' desire for people who are "ready to work, ready to learn, and ready to perform."

To develop a better understanding of the needs of future employers of STU graduates, their responses to the importance of and satisfaction with certain enterprise or business skills were identified. Very important/important responses follow:

- overall quality of work (98.9%),
- professional attitude (97.4%),
- ability to work in a team (98.2%),
- initiative (98.2%),
- time management (95.9%),
- ability to prioritize tasks (94.5%).

[REDACTED]

[REDACTED]

From : [REDACTED] >
Subject : [REDACTED]
To : [REDACTED]

Tue, April 12, 2016 03:43 PM

[REDACTED]

[REDACTED] is polished, engaged and highly motivated! He is aware of his professional requirements for licensure and is engaged in ongoing professional development. He has seamlessly learned the new system of our agency and uphold all policy and procedures. He is very highly thought of and valued at our Center; his work is impeccable and they are Interpersonally lovely!

[REDACTED]

Project Manager
ACSCA

[REDACTED]

Comments

From : [REDACTED]
Subject : [REDACTED]
To : [REDACTED]

Tue, April 5, 2016 01:12 PM

Hi [REDACTED]

While all of the technical skills and knowledge are important, nothing replaces a strong work ethic with a desire to figure out problems. The drive to succeed by handling adversity whether on a minor or major project does not stop the individual from reaching a goal. Sunil Konreddy is working for us for more than two years now and he gains our trust and respects as the manager of the University's information systems.

[REDACTED]
Division Head
City University of Sioux Falls

[REDACTED]

Comments about [REDACTED]

From :

Wed, April 6, 2016 03:34 PM

Subject :

To :

Hi [REDACTED]

He started working for the company June 2014. Excellent work ethic, knowledge skills, loyal, well versed in the subject matter, smart. On occasion communication skills ineffective because of a defensive posture at the outset when dealing with an issue or because of a pre-existing strong position on a particular subject which in effect shuts out other viewpoints.

[REDACTED]

Manager
EduTechs, Inc.

[REDACTED]

Comments about [REDACTED]

From : [REDACTED]
Subject : [REDACTED]
To : [REDACTED]

Tue, May 10, 2016 04:08 PM

Hi [REDACTED]

Customer Service and professional behavior are more critical in the financial field than ever before. The public now rates us on-line. Before customer go to an institution they look on line to see how the financial institutions rate. They assume we provide excellent quality works so their focus is on customer service, compassion, caring, empathy, and comfort during loan-processing procedures. [REDACTED] as an assistant manager of Customer Service Department performs his job well.

[REDACTED]
Loan Manager
IEIUSA

Certificate of Participation

*The Accrediting Council for Independent
Colleges and Schools
presents this certificate to*

(b)(6)

for attending the Initial Accreditation Workshop
on March 5, 2015 in Washington, DC.



(b)(6)

President and CEO

Exhibit 4 – Initial Application

APPLICATION PHASE II

Initial grant visit scheduled and institution must submit the following:

- Future Plans
- Campus Effectiveness Plan (CEP)
- Revised Catalog
- Academic Credit Analysis*
- Inventory of Equipment
- Faculty and Administrative Staff Summary Form
- Self- Study Narrative
- Designated Delegate Form

*Bolded items have templates that would be downloaded for completion

Initial grant visit

- Team visit and report completed.
- Institutional response to all findings in team visit report.



SI TANKA UNIVERSITY

CAMPUS EFFECTIVENESS PLAN

11-12-16 (Revised)

2016 – 2017

Effective Date: July 1, 2016 – June 30, 2017

Date Prepared: July 11, 2016

5000 Broadband Lane, Sioux Falls, SD 57108

Tel: (605) 728-1941

www.sitanka.us

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- F. Student Satisfaction Survey Form
- G. Graduate Satisfaction Survey Form
- H. Employer Satisfaction Survey Form
- I. Summary of Comments from Employer Satisfaction Survey Form
- J. Employer Satisfaction E-Mail
- K. Sample Distance Education Plan

I. INTRODUCTION

Located near the heart of the state of South Dakota, Si Tanka University is a diverse learning community offering unique undergraduate and graduate programs. Ours is a diverse intellectual community in a unique learning environment that provides the best of all worlds: small, intimate classes in a collaborative information technology setting dedicated to the advancement of students from all over the world. STU is committed to diversity, sustainability, discovery and excellence, and to inspiring students to think, care, create, and pursue justice in a global community. With our strength of academic programs, the broadening of our global perspective, and our ongoing commitment to diversity, we continue to do what we have done from the beginning with a keen eye to the future.

The address of Si Tanka University is 5000 Broadband Lane, Sioux Falls, SD 57108, phone (605) 728-1941 www.sitanka.us.

MISSION, VISION, GOALS, & OBJECTIVES

Mission of Si Tanka University

The Board of Directors has established the mission of Si Tanka University as follows:

Si Tanka University prepares committed students for successful employment in a rewarding profession through high-level training, real world experience and student-centered support that develops the knowledge, skills, and professionalism required in today's workplace.

-Board Action (Approved September 2016)

Vision Statement

The Board of Directors developed a Vision Statement in order to focus the strategic planning process.

The Si Tanka University aspires to be a nationally recognized, comprehensive university that nurtures an environment of intellectual vitality.

-Board Action (Approved September 2016)

Institutional Goals

In accomplishing our mission, we are guided by the following basic goals and objectives:

- To help students achieve a superior level of professional skills in business and information technologies.
- To provide programs that meet the needs of the community while consistently reviewing the curriculum ensuring that the applicable skills and knowledge acquired result in employment.
- To offer graduates viable career options by providing quality educational programs based on employer-driven requirements.
- To provide job placement and maintain healthy relationship with students and employers.

- To instill, through knowledge, the ability to contribute to society in a professional and successful manner.
- To provide variable and accessible training opportunities that remain current with the most recent technologies.
- To hire faculty members who are industry experts and demonstrate expertise in their respective fields both professionally and academically.
- To provide our students with a facility that offers technologies and equipment relevant to the field of study.
- To develop within students a desire for life-long learning and education.

-Board Action (Approved September 2016)

HISTORY OF SI TANKA UNIVERSITY

Founded in 2010, Si Tanka University's primary goal is to educate and nurture students, to create knowledge, and to provide service to our community and beyond. STU advances the standards for evidence-based improvement of student learning and is committed to excellence and proud of the diversity of our University family. The University integrates an enduring business and information technology professional disciplines to create a comprehensive learning experience. Our undergraduate and graduate programs promote academic excellence, advance innovative scholarship and foster leadership in service to others.

THE CAMPUS EFFECTIVENESS COMMITTEE (CECom)

Campus effectiveness at Si Tanka University is a continuous, comprehensive, and integrated system of analysis, planning, implementation, assessment, and application of the results, designed to demonstrate the progress of the University in fulfilling its stated mission. The goal of STU's Campus Effectiveness Plan ("CEP") is to critically and continuously evaluate the performance of the University by evaluating feedback from several key indicators described in the subsequent pages. This plan is designed as a roadmap for continuous improvement, as a guide for all STU workgroups to engage in evaluation, assessment, and improvement practices leading to performance excellence. STU will then use that data to improve the educational program and services.

The Campus Effectiveness Plan Committee (CECom) is charged with developing, reviewing, revising, implementing, and monitoring the Campus Effectiveness Plan. The committee analyzes data and the implementation of plans up to that point and makes whatever adjustments are deemed desirable. The CECom members review and evaluate the CEP quarterly. Based on a systematic broad-based review, the mission statement is revised or re-crafted to ensure comprehensiveness, relevance, and merit. Strategic planning at STU follows an annual cycle which includes a mission statement review process that occurs every three years. This will include an update to include revised goals and objectives and summarize the feedback received since the last version based on the results of performance indicators. The new plan is then shared with all faculty and staff, campus advisory committee members, and other interested parties.

This formal review process is conducted by the CECom with the assessment of institutional effectiveness through the deployment, dissemination and analysis of an annual Institutional

Outcomes Report and continues with planning, prioritization and execution of yearly strategic budget initiatives/projects to enhance institutional effectiveness outcomes in support of meeting institutional goals and objectives in the current strategic plan.

The primary purpose of CEP is to analyze data, and conduct research in order to provide information that supports policy development, institutional planning, and informed decision making. To achieve this purpose, STU:

- Compiles and evaluates institutional data, assessment results, student enrollment, graduation and retention data;
- Conducts ad hoc studies and focus group interviews designed to support planning and effectiveness;
- Develops and analyzes student, faculty, employers, and staff survey data to provide administrative support for various university initiatives.

The University also provides institutional data for accreditation and to state and federal agencies, as well as other constituents for the purposes of describing, recording and publishing institutional information regarding the college effectiveness.

Overall, the STU faculty and staff believe that the CEP and the various elements within will improve the institution and therefore are dedicated to its implementation.

The CECOM team members include:

President – Harold Harris

Dean of Academic Affairs – Adam Yang

Department Chair –Nathan Roada

Business Manager – Ke Chang

Representatives from the faculty – Jon Zhang

Admissions Director – Anantkumar Sigh

Registrar – Sawacha Wontonshu

The CECOM reviews and evaluates the CEP, meeting quarterly. This process includes continual update of revised goals and objectives and analysis of current quarterly feedback received from community, students, faculty, staff and administration based on key indicators.

This formal review process is conducted by the CECOM using baseline data that are compared with past years' quantitative and qualitative data. Baseline data for student retention rates, student placement rates, level of graduate satisfaction, level of employer satisfaction, and student learning outcomes, enrollment, growth, and budget metrics are compared to currently compiled data. New data sources initiate discussions in this small university environment across various sectors and include academic program revisions/additions, new opportunities to innovate and implement best practices from STU and other institutions.

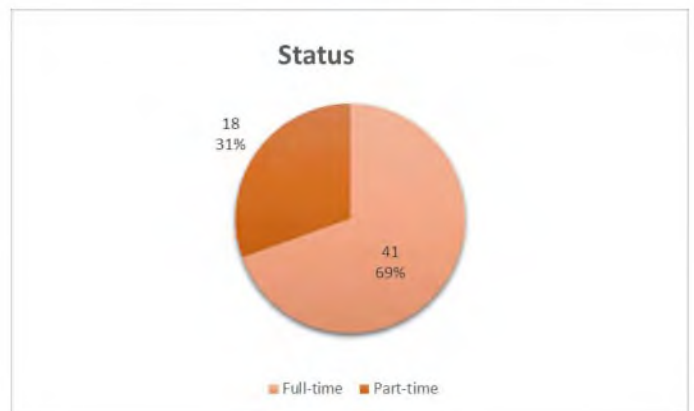
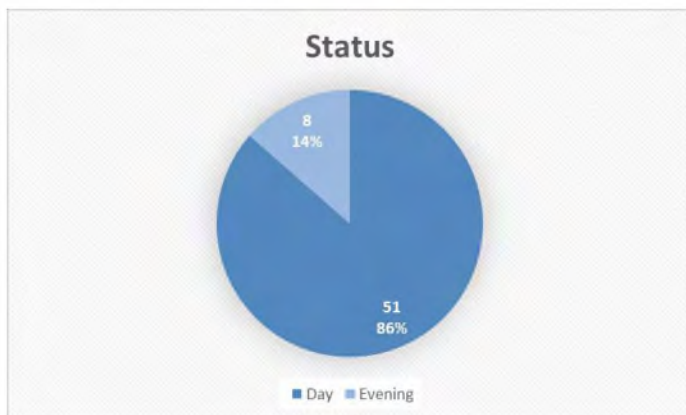
Minutes of the four CECOM meetings held in the past year are included in Appendix A, and the Annual CEP Evaluation Report is included in Appendix B.

II. STUDENT DEMOGRAPHICS

Current student demographics for the campus are shown in Table 1, and program enrollments are shown in Figure 1.

Table 1A. Student Demographics

		Number	%
Status	Day	51	88
	Evening	8	12
		59	100
	Full-time	41	69
	Part-time	18	31
		59	100
Sex	Female	23	39
	Male	36	61
		59	100
Ethnicity	Caucasian or White, non-Hispanic	2	3.4
	African-American or Black, non-Hispanic	3	5.0
	Hispanic	1	1.7
	Asian or Pacific Islanders	48	81.4
	American Indian or Alaskan Native	2	3.4
	Undisclosed	3	5.1
		59	100
Age	<18	0	0
	18-21	14	23.7
	22-29	26	44.1
	30-39	15	25.4
	40>	4	6.8
		59	100



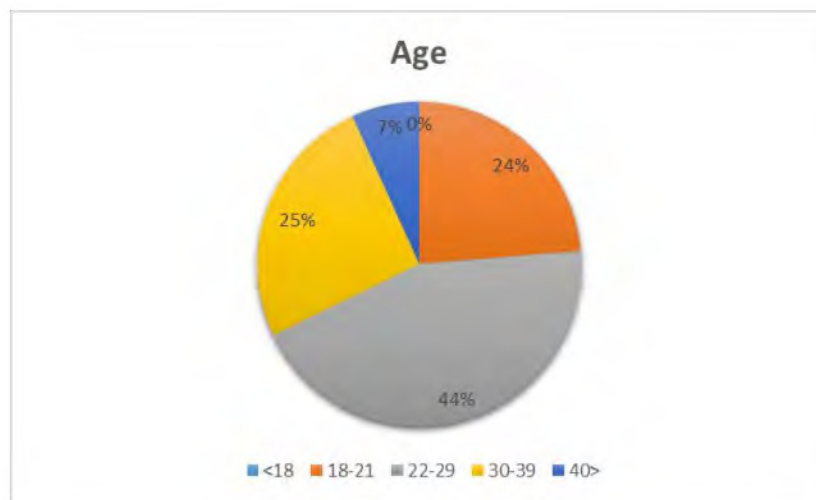
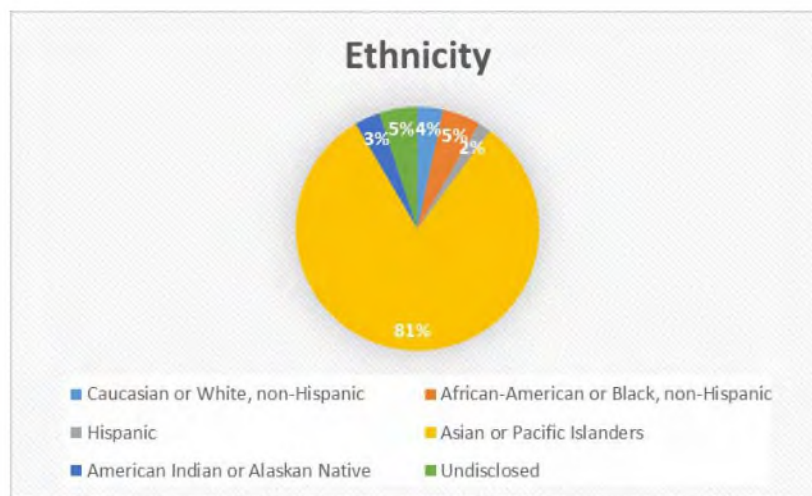
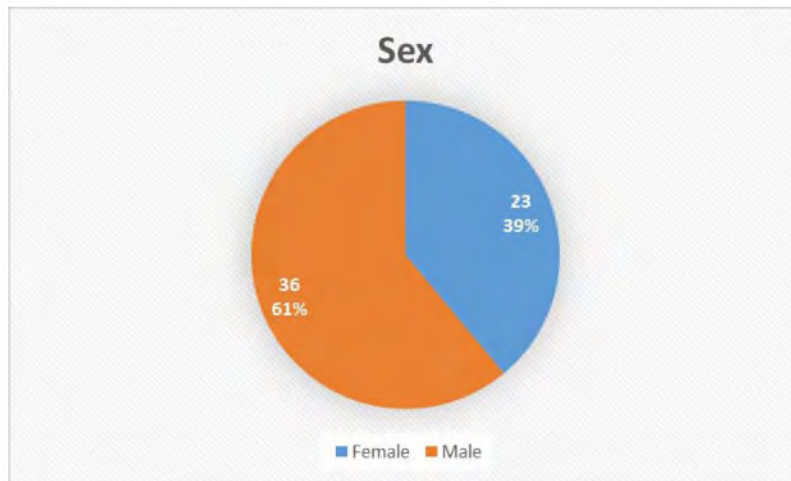
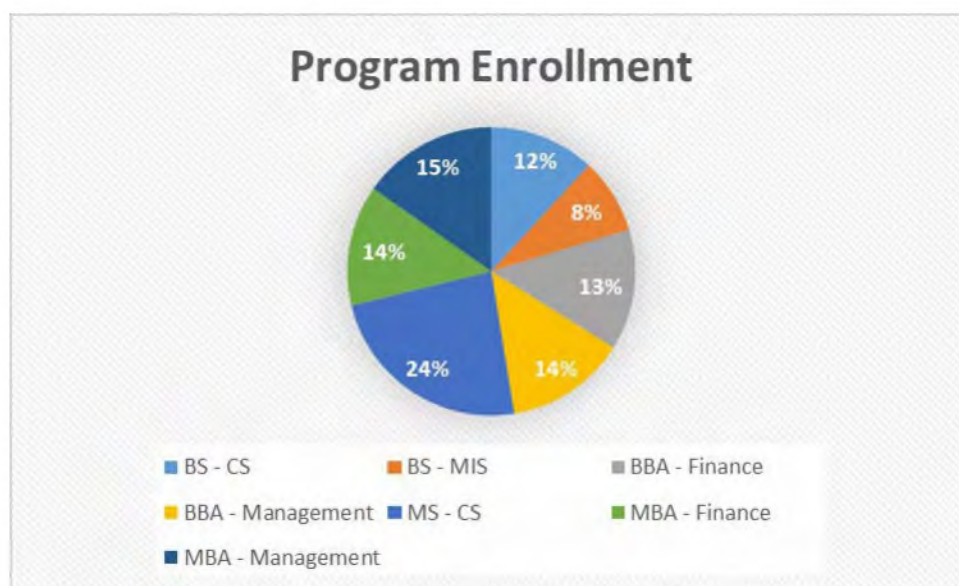


Table 1B. Program Enrollments

Program	Number	%
Bachelor of Science in Computer Science	7	11.9
Bachelor of Science in Management of Information Systems	5	8.5
Bachelor of Business Administration in Finance	8	13.5
Bachelor of Business Administration in Management	8	13.5
Master of Science in Computer Science	14	23.7
Master of Business Administration in Finance	8	13.6
Master of Business Administration in Management	9	15.3
Total	59	100

Figure 1. Program Enrollment



According to the 2016 CAR (July 1, 2015 to June 2016), the current student body of Si Tanka University consists of 59 students in bachelor and master level degree programs. This growing student body is diverse in age, gender, ethnicity, and denomination. Students at Si Tanka University represent a wide range of ages and life circumstances. It is made up of students who have recently received their undergraduate degrees, middle-aged students who are preparing for a second career, and students who are older adults. STU's student body may be diverse, but all of our students lead busy lives and share many of the same challenges to earn their degrees. Most of our students work full-time while working on their degrees and balancing families and other life responsibilities.

At Si Tanka University, approximately 92% of our student body represents minority ethnic backgrounds, including students of African-American, Hispanic, Asian, and Native American heritage. The ratio of male students to female students is about 3:2. According to the national survey, male vs. female college students is 43:57 (*2015 Institute of Education*

Science Report). Obviously, our male student percentage is much higher than the national standards.

We have done a study on the backgrounds of our students and found out 85% of them were foreign origin and there was a good percentage of our students was newly (less than six years) immigrated into the USA. They, especially male students, realize that the best way to survive and prosperous in this country is to get American college degrees. Most of our students had received undergraduate education from their own countries before they immigrated in the USA. We believe that is why the majority (52.6%) of our students are studying in graduate programs.

The average age of current students attending Si Tanka University is 27.8 years old and by comparing with traditional institutions, our student body is more mature. 45.8% of the student population is 25 years or older. According to the national statistics, only 38% college students are 25 years or older (*2013 National Student Clearinghouse Report*) and this percentage is increasing in the past decade. The increase in average age of students attending college continues to go up as the number of non-traditional students enrolled in online undergraduate and graduate programs continues to grow. Since a good percentage of our students were newly immigrants, it might explain why our students' average age is higher than traditional colleges.

If we go further with the statistics, the most popular program at the University is MS – Computer Science – about 25% of the total University population – graduated or still in school. The percentage distribution has been relatively consistent the past three years. It reflects the current market needs and also IT-related jobs is easier for foreign-born graduates to overcome the language barriers. The Advisory Committees and the academic divisions are working on a joint-force to study the possibilities to offer a doctoral degree in information technology (DIT). If the Board of Directors has approved to offer such a degree, the first enrollment would be 2018.

III. PROGRAMS AND OBJECTIVES

Si Tanka University offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees consistent with its program objectives. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. Survey results are shared with faculty, students, and the program advisory committee. The educational program objectives and measurable outcomes guide the program planning and subsequent review of content forming the foundation of the educational curriculum. The assessment of student performance targeting the competencies and their respective outcomes serve as the basis for ongoing feedback to the students, faculty and administrators overseeing teaching and learning.

Each program in Si Tanka University establishes specific and measurable learning objectives for its students. When determining program offerings for a department, academic planning personnel should organize a comprehensive and appropriate sequence of course offerings for students enrolled in that specific education or training. It is critical to the success of a program's implementation or expansion that the following planning precede student enrollment. The process will ensure the support of the community and students toward the program. In a similar fashion, programs that have decided on their learning outcomes should identify how students continue to develop and integrate their knowledge and skills throughout a major, rather than in smaller clusters of courses alone.

STU selects advisory committees composed of business, industry, and community representatives who jointly collaborate with educators in the decision-making process. Each year, programs collect and evaluate student work to assess the success of programs in meeting these learning objectives. Based on these evaluations, programs consider development in curriculum and pedagogy, make changes and improvements, and then assess again to measure impacts on student performance and success. Performance on these measures is calculated using reports of enrollment, follow-up surveys of concentrators, performance on state-generated and third-party post assessments, and student achievement of business and industry certifications and credentials. Other sources include labor market, demographic, teacher, student, and program data. This information is used in making programmatic decisions, for program review and improvement, for guidance, and as a basis for marketing to internal and external audiences.

GENERAL PROGRAM CHARACTERISTICS

A. BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The Bachelor of Science in Computer Science degree program is the discipline concerned with the design, implementation, and maintenance of the computer software systems used in almost all other professions. Computer scientists must be well-grounded in the technologies needed for the acquisition, representation, storage, transmission, transformation, and use of information in digital form and must be capable of working closely with members of other professions associated with computing. It prepares students for rewarding, cutting-edge careers in software engineering, system administration and management, and research and development in industrial and governmental laboratories. Graduates also use their undergraduate computer science background (and analytical skills) to prepare for careers in

medicine, law, education, physical and life sciences, social sciences, and the humanities. More specific goals of this program are identified in the current catalog.

STU BS-CS degree is a strong core-computer science program. It provides general education, strength in mathematics and science, communication and an in-depth program in computer science that closely models "industrial-strength" project development.

To be eligible to graduate with a BS-Computer Science degree, students must complete 40 courses (3 credit units each).

B. BACHELOR OF SCIENCE IN MANAGEMENT OF INFORMATION SYSTEMS

The Bachelor of Science in Management of Information Systems degree program helps students develop both business administration and information technology (IT) skills. It is commonly composed of business and computer information systems core requirements. These programs offer elective courses in specific subjects such as information security and systems development.

STU BS-MIS focuses on both computer systems and business concepts. MIS students are expected to have three areas of distinct competency: business knowledge, technical skills and interpersonal skills. The program opens students up to careers in IT, management and business. Courses include subjects like computer science, database management, business management, data analysis and business data warehousing. More specific goals of this program are identified in the current catalog.

To be eligible to graduate with a BS-Management of Information Systems degree, students must complete 40 courses (3 credit units each).

C. MASTER OF SCIENCE IN COMPUTER SCIENCE

The Master of Science in Computer Science program is designed to be flexible enough to accommodate the needs of two kinds of students: those who have just completed an undergraduate degree in computer science and want to further their studies, and those with degrees in areas other than CS who seek to broaden their education in the discipline.

STU MS-CS degree program offers a balance of theory and practice is presented preparing students to perform cutting edge research as well as training students to become practicing computational scientists, computer specialists or software engineers in business, industry or government. Students are provided a deep understanding of both fundamentals and important current issues in computer science and computer engineering so that they may either obtain productive employment or pursue advanced degrees. More specific goals of this program are identified in the current catalog.

To be eligible to graduate with a MS-Computer Science degree, students must complete 12 courses (3 credit units each).

D. MASTER OF BUSINESS ADMINISTRATION IN MANAGEMENT

The Master of Business Administration in Management prepares students for careers in business management and provides them with the necessary skills and global orientation to

succeed in the international marketplace. The elective options focus students on the diverse and fast-changing global environment and provide students with an understanding of the economic, social and technological forces shaping global markets today.

STU MBA-Management program can benefit aspiring and mid-level managers, as well as individuals interested in entrepreneurial and consulting endeavors. At STU, we work with industry professionals to keep our business curriculum relevant helping you meet evolving market place demands. Our professors use an experiential learning approach and bring real business challenges into the classroom, so that you can learn the skills you need to make an impact at work. More specific goals of this program are identified in the current catalog.

To be eligible to graduate with a MBA-Management degree, students must complete 12 courses (3 credit units each).

E. MASTER OF BUSINESS ADMINISTRATION IN FINANCE

The Master of Business Administration in Finance prepares students for leadership roles in financial corporations, healthcare industries and government. Students learn about all aspects of corporate finances such as conducting analyses, managing portfolios and developing business strategies. It provides a broad understanding of corporate finance, securities analysis, portfolio management, and financial institutions and markets.

STU MBA-Finance program emphasis is on developing advanced analytical and process skills, helping students to understand and make critical decisions about change, and developing strategies to address such changes. STU offers courses that place primary focus on theory and analysis, and make extensive use of the relevant techniques of economic analysis, mathematics, and statistics. More specific goals of this program are identified in the current catalog.

To be eligible to graduate with a MBA-Finance degree, students must complete 12 courses (3 credit units each).

The Dean of Academic guides programs to insure the development of measurable goals and the validity and quality of the assessments by which those goals are measured. Though, throughout the University, its learning objectives address five key areas of student development and engagement:

- Building core knowledge and skills to provide grounding in the specialty field.
- Developing mastery and experience in research theories, methodologies, and practices.
- Exploring issues in and approaches to assessment and measurement.
- Understanding diversity and how to modify procedures and approaches to affect positive change in learners of all cultural backgrounds.
- Cultivating professionalism through professional activities and demonstrated awareness of the standards and ethical guidelines of the field.

The University works actively to achieve its institutional goals through its institutional and program planning processes. Program review is the primary vehicle to assess the relevancy of courses and programs. In addition to program review, the University has established a program improvement and viability process to assess program relevancy and long-term sustainability of selected programs. This process is used to further analyze programs that demonstrate a persistent lack of student demand, or programs that face other significant

challenges.

The students studying at STU, whether at the graduate or undergraduate level, follow a rigorous course curriculum. The academic programs are designed to provide students with the tools to be successful business leaders and entrepreneurs and exhibit strong leadership qualities needed in the greater global business community. STU strives to provide graduates of the Bachelor of Science, Bachelor of Business Administration, Master of Science, or Master of Business Administration with the critical thinking skills to analyze business concepts, use problem-solving techniques, and recommend technological solutions to meet the desired organizational objectives. Each graduate will strive for excellent interpersonal skills and demonstrate leadership qualities in a multicultural environment. Graduates will need skills to make ethical business and technical decisions and will need to recognize the global nature of organizational and economic activities.

IV. MEASURES OF CAMPUS EFFECTIVENESS

Si Tanka University is committed to a system of monitoring student attendance and progress as part of a duty of care for individual students. Departments are responsible for monitoring and interviewing students, as part of their overall responsibility for student support and retention. Departments should monitor student attendance against their own requirements and identify students whose progress gives cause for concern. Problems must be identified at an early stage of the quadmester to allow time to retrieve the situation and to offer support.

As a data-driven institution, Si Tanka University collects, monitors, and uses assessment results and other institutional data to communicate matters of quality assurance to appropriate constituencies. Survey results are used to communicate matters of quality assurance to the University community. STU surveys students and employees regularly on a variety of topics. Results are used by appropriate constituencies to assess institutional quality and effectiveness. Survey results are distributed via email to members of the Executive Council, who, in turn, share the results with constituencies under their supervision.

Departments will however be required to maintain records of all correspondence with students, and to submit a report of cases considered at Department level to the Academic Dean's office at the end of each quadmester. These reports will form the basis of a university-wide report which will be considered by the Board of Directors. Si Tanka University collects data and monitors performance for the following seven elements or measures considered to be key components of the overall effectiveness of campus operations: retention, placement, graduation rates, student satisfaction, graduate satisfaction, employer satisfaction, and student learning outcomes. Measuring and assessing performance in these areas is key to continuously improving the overall educational operations of the campus and determining its effectiveness in achieving campus and program objectives and goals as well as meeting the college mission.

RETENTION

Student retention is one of the most important issues facing higher education today. With one-third of college students dropping out of school each year, it's a topic universities across the country have noticed, but few have found a workable solution to the problem. Every college goes to great lengths to recruit high school students to come to their schools, but once they arrive on campus, the recruitment period does not stop. The next challenge is to keep those students enrolled until they earn their degrees. Having a high retention rate is a primary goal for every school. Not only does turnover of enrolled students cost an institution financially, low retention rates degrade the quality of the educational experience on campus. STU is dedicated to providing a learning environment and support system that encourages students to achieve their educational goals of graduating and being hired in a position for which they were trained. Providing this learning environment and support system requires student persistence—that is, remaining enrolled and graduating. Achieving effective retention results requires the commitment of the entire University community—students, faculty, and administration.

The retention rate of the University in the past year (2015) is 97 percent, i.e. each non-graduated student will take at least one class per year. STU will measure retention using the ACICS Campus Accountability Report (CAR) formula: Retention Percentage Rate = $(A - B) / A$, where A = the Beginning Enrollment plus Reentries plus New Starts and B = Withdrawals.

This measure is used to ensure uniformity and to enable the campus to compare performance over time and with other ACICS institutions. Data was collected from the 2016 CAR submitted to ACICS. The baseline rate is the average of previous three years' performance of 96 percent. The goals are to (a) maintain or improve retention from the previous year, and (b) equal or outperform the ACICS average for all campuses for the previous year. Thus, the 2016 retention goal was at least 96 percent, and the retention goal for the 2017 CAR is at least 97 percent.

Retention Results

Overall retention results are shown in Table 2.

Table 2. OVERALL RETENTION RATES

	2012	2013	2014	2015
STU	98%	96%	96%	97%
ACICS	73%	73%	73%	N/A

Overall, STU achieved its goal of improving retention by 1 percent from the previous year. The average retention rate for all ACICS campuses for 2015 was not available on June 30 when this plan was last revised.

Programmatic retention for the most recent reporting year is shown in Table 3. The goal is for no program to underperform the overall retention goal by more than 8 percent. Programs that underperform the overall goal will be analyzed further.

Table 3. PROGRAMMATIC RETENTION RATES

Credential	Number	2015 Retention %	% Difference From Overall Goal (97%)
Bachelor of Science in Computer Science	7	100	+3
Bachelor of Science in Management of Information Systems	5	80	-17
Bachelor of Business Administration in Finance	8	100	+3
Bachelor of Business Administration in Management	8	100	+3
Master of Science in Computer Science	14	93	-4
Master of Business Administration in Finance	8	100	+3
Master of Business Administration in Management	9	89	-9
Total	59	97	0

The results show the following:

1. Four of the seven programs (comprising 53 percent of the student population) achieved retention rates of 100 percent, not lower than the overall goal of 97 percent. Thus, no further retention analysis of the programs is merited.
2. The largest degree program – Master of Science in Computer Science (24 percent of student population) achieved a retention rate of 93 percent, -4 percent below the 97 percent goal but above the goal of not more than -8 percent below the overall goal.
3. There are two degree programs – Bachelor of Science in Management of Information Systems and Master of Business Administration in Management achieved a retention rate of 80 and 89 percent respectively, -17 and -9 percent below the overall goal and below the goal of more than -8 percent below the overall goal of 97 percent. As shown in the table, the enrollment in the BS – MIS program comprises just 8 percent and the MBA – Management comprises just 15 percent of the total enrollment.
4. Even though the 80 percent retention for the BS – MIS program is still higher than the ACICS student achievement standard of 73 percent retention for overall programs (2015), STU still would like to develop a Retention Improvement Plan for increasing the retention rate of this program and is included as Appendix C.

Retention Action Plan

Based on these findings, the following new initiatives will be undertaken beginning fall 2016:

1. All sections of introductory courses in the Bachelor of Science in Management of Information Systems will be taught by an experienced, full-time instructors with industry experience. It is expected that the teaching and industry experiences these instructors bring to the classes will enhance student involvement and retention.
2. A new policy that students need to declare a major by the end of the second year of coursework is enforced. Students are asked to confirm their major at two points, once prior to their orientation session, and again going into the final quadmester of their second year. Enforcing the major confirmation and declaration policy will improve accuracy of records on the student side as well as within the academic departments. Students will be in a better position to effectively move forward with their academic planning.
3. STU began a degree mapping process in 2015. Degree mapping for all academic programs supports advising, student decision-making and course scheduling. The plan

seeks completion of updated degree maps for all programs by fall 2016. This initiative should result in clearer paths to graduation for students in all majors.

4. STU is planning to implement New General Education Program. The new Gen Ed Program is designed as a coherent, robust and outcomes-oriented academic foundation for learning that contains many of the best practices advocated by the University. The program will provide a clear, integrated pathway to student success culminating in the completion of an e-portfolio for all undergraduates.
5. STU initializes Financial Planning Workshops to its students. Financial concerns are stated by many students as a reason that they leave the University. In an effort to be proactive in assisting students and families in thinking about how to afford a STU education, STU has put together a series of webinars designed assist in this process in 2016-2017.

In an effort to adopt all retention and graduation strategies proposed by the various university wide efforts, this retention plan is being drafted and implemented. It becomes part of the University's ongoing campus effectiveness process. It establishes a specific framework for current and future programmatic retention and graduation initiatives. This plan takes into consideration the newly revised strategic plan of the University and makes every effort to engage all stakeholders in its approach.

This plan focuses on engaging students early by way of email communications, activities and advisement. It makes the assumption that all previously identified strategies in the Committee on Student Success continues to be supported by all respective stake holders. The initiatives introducing are the following:

- 1) Make student retention data, both baseline and progress, easily available to all departments and stake holders.
- 2) Promote campus-wide awareness of student retention activities.
- 3) Train faculty and academic advisors on identifying at-risk students and provide opportunities for retention related professional development.
- 4) Develop a web page on student retention that will assist faculty, academic advisors and chairs with identifying resources and infrastructures in support of at-risk students.
- 5) Develop a student retention plan template that will guide academic chairs in tracking attendance, early assessment and feedback to students, use of student degree plan, management of students on academic probation or academic misconduct, and increase advocacy by faculty and advisors on utilizing academic and other institutional resources for students.
- 6) Survey first year non-return students yearly.

Retention: Background and Historical Trends

Retention trends for the institution are:

2012 98%

2013 96%

2014 96%

2015 97%

RATIONALE FOR THE DATA AND METHOD OF COLLECTION

Quantitative ratios are calculable from the data supplied by Director of Admissions and Registrar using the ACICS Retention formula. This is the most logical source and required method, and is recalculated each quarter and year to year to ensure accuracy.

The all important qualitative data as to why student(s) may withdraw are also captured by administrative staff in an all important exit interview. Nearly all withdrawals in STU history are due to accidents and medical causes, or due to the student and family encountering financial hardship. In some few latter cases, the institution attempted to assist the student in finding acceptable solutions including withdrawing and re-entering at a later date for degree completion.

This data is important for STU to capture to better understand the reasons why a given student may be in need of requesting withdrawal status.

SUMMARY ANALYSIS

Students with foreign-origin (81% of 2015 STU student population) take very seriously the decision in their lives to come to the United States, leave the comforts of home and home culture and make a new life for a period of their lives in the United States as a student. Si Tanka University by its very nature attracts such serious students and they do take quite seriously their study program. STU staff has made great efforts to retain students and to assist in their choices where there is a possibility to do so.

STU has remained close to its baseline retention rate for the past three years. It is believed that the primary reason for maintaining the student retention rate is due to the extensive admissions requirements. Other factors such as, direct student counseling and monitoring of satisfactory academic performance are also contributing factors.

When a students with foreign-origin makes a lifetime decision to study abroad, and/or to work toward a foreign degree such as with STU, we have learned that this is a quite profound decision in the life of a student, often requiring the student's parents' approval and financial support. This helps commitment and retention in the program, both directly and indirectly.

STU does monitor retention in an ongoing way and if a student does leave the program, we make a serious professional effort to understand why. The student has an exit interview and is asked for suggestions on how STU might have made a difference, or if there are any solutions which might keep the student at STU. Suggestions for improvement are asked for. This data is shared discretely within academic administration and actions are triggered which may lead to improvements. Other feedback regarding improvement of courses and instruction is discussed at exit interviews.

PLACEMENT

Success in a career is based on what students know and what they can do. In that same spirit, Si Tanka University's ultimate focus is on ensuring student possess the knowledge and skills they need to succeed. Each degree program is developed by an Advisory Committee of experts with the educational inputs from the academic divisions of the University in the field who define "competencies" students need to possess to graduate. These competencies form the program objectives of curriculum. This combination of expertise in both industry knowledge and academics guarantees the degree will be relevant in the chosen field. Students earn their degrees through demonstration of skills and knowledge in required subject areas through a series of carefully designed assessments. Students will take tests, write papers, and complete assignments to ensure they graduate as a highly competent professional. The mission of STU is to advance the standards for evidence-based improvement of student learning and practical educational experiences through critical thinking, cultural intelligence and analytical competence in preparing graduates to excel in an entrepreneurial environment and a maturing global market. Because our programs are designed to lead to employment, rather than continuing education, successful placement is important to the STU administration.

Si Tanka University will measure placement using the ACICS CAR formula:

Placement Percentage Rate = $(PF + PR) / (G - U)$, where PF = Placed in Field, PR = Placed in Related Field, G = Graduates and Completers, and U = Unavailable for Placement.

This measure is used to ensure uniformity and to enable the campus to compare performance over time and with other ACICS institutions. Data was collected from the 2016 CAR submitted to ACICS. The baseline rate is the average of previous three years' performance of 85 percent. The goals are to (a) maintain or improve placement from the previous year and (b) equal or outperform the ACICS placement average for all campuses. Thus, the 2016 placement goal was at least 85 percent, and the placement goal for the 2017 CAR period is at least 90 percent.

Placement Results

Overall retention results are shown in Table 4.

Table 4. OVERALL PLACEMENT RATES

	2012	2013	2014	2015
STU	100%	77%	88%	90%
ACICS	66%	72%	74%	N/A

Overall, the campus achieved its 2015 placement goal by improving placement by 2 percent from the previous year. The average placement rate for all ACICS campuses for 2015 was not available on June 30 when this plan was last revised.

Programmatic placement for the most recent reporting year is shown in Table 5. The goal is for no program to underperform the overall placement goal by more than 5 percent. Programs that underperform the overall rate by more than 5 percent will be analyzed further.

Table 5. PROGRAMATIC PLACEMENT RATES

Credential	Number	2015 Placement%	% Difference From Overall Goal (79%)
Bachelor of Science in Computer Science	1	100%	21%
Bachelor of Business Administration in Finance	1	100%	21%
Bachelor of Business Administration in Management	2	100%	21%
Master of Science in Computer Science	3	100%	21%
Master of Business Administration in Management	2	100%	21%
Master of Business Administration in Finance	2	50%	-29%
Bachelor of Science in Management of Information Systems	0	N/A	N/A
Total	11	90%	11%

The results show the following:

1. Five of the seven programs (comprising 78 percent of the student population) achieved placement rates of 100 percent and +21 percent of the overall goal of 79 percent. One program, Bachelor of Science in Management of Information Systems, generate no graduate this year. Thus, no further retention analysis of these four programs is merited.
2. The Master of Business Administration in Finance achieved a placement rate of 50 percent, 29 percent below the goal of 79 percent.
3. Although the Master of Business Administration in Finance program placement rate of 50 percent was -29 percent below the campus goal, the small number of graduates is considered a mitigating circumstance. Since one of the two graduates were placed, if just one more graduate had been placed, the program's placement rate would have been 100 percent.
4. The 50 percent placement for the Master of Business Administration in Finance program is below the 2014 ACICS student achievement standard of 74 percent placement for all programs. However, as noted above, the small number of graduates is considered a mitigating circumstance. Therefore, a program improvement plan for increasing the placement rate of this program is not required.

Placement Action Plans

Statistical data is developed from statistics on enrollment and reported in the current CAR for each year of reporting. Si Tanka University has wholly-integrated and continually invested in a competency-based learning approach throughout our university. As a result, STU is able to map academic and professional standards to all degree programs and more fully support students as they progress through their program. Placement data are gathered from students and their outcome placements during their degree education at STU, as well as after their graduation from degree programs.

- A. An Alumni Survey has been developed to assist data collection on job placement information for STU graduates. According to the Alumni Surveys, STU graduates' feedback indicate that graduates of its programs have attained the required skills, knowledge, and abilities specified in the educational program objectives for the degree

program. The Student Services Director conducts placement tracking which includes company employed at, size of the company, salary information, overall STU experience, quality of the academic programs and quality of STU services to students.

- B. Placement activities and services are centered in Office of Student Services. Data is provided through Director of Admissions and Registrar which has up to the moment current information in an academic management system – Global Academic Management and Evaluation System (G.A.M.E.S.)
- C. G.A.M.E.S., a Customer Relationship Management (CRM) solution, is a valuable asset for managing inquiries and communications activities. A CRM solution can help the University improve contact management and inquiry response, as well as help STU distribute communications and marketing pieces, such as emails, newsletters and other collateral.
- D. By providing prospective students customized information about new programs, classes and articles about the job market and employment opportunities in their degree fields on an automated or semi-automated basis, STU will show them that the University values them enough to stay in contact while giving them more information on STU and freeing our team from some of the labor involved in follow-through with prospects.

The average of previous three years' placement rates is 85 percent and this is a reasonable baseline for Si Tanka University based on institutional programs. All reasonable efforts are being made and have been made to assist students in finding job and career placement. The institution's educational philosophy is to prepare students with skills for the short term and perspectives for the longer term, given the volatile nature of global economic and employment trends.

An 85 percent placement rate embraces what STU is doing while it can for students at STU and immediately upon graduation or program completion. This means skill building for the US employment system, in particular, and the perspective of career search for the long term. STU faculty orient some content to connect with employability in US as a topic for exploration in class discussion.

These programs and effort constitutes the STU's best practice of orienting to each student as a whole person, and as the STU classroom as an interactive place for career exploration. The opportunity manifests in many students using the opportunity to explore for the first time their entrepreneurial concepts, and STU actively promotes classroom interactions with real world entrepreneurs, company founders and startup companies and projects.

Based on these findings, the following new initiatives will be undertaken beginning fall 2016:

1. The Management department chair and the Student Services Director have been charged with developing an action plan to improve placement in Business associate-degree program, with a report due for the October CECOM meeting.
2. The Dean of Academic Affairs and the Student Services Director will be placed in charge of developing an action plan to improve placement in the BS, BBA, MS and MBA programs with a report due for the Fall CECOM meeting.
3. The Student Services Director has been charged with attending each monthly meeting of the Sioux Falls Chamber of Commerce. If she is unable to attend a meeting, a member of her staff will attend. The objective is to network more closely with potential employers.

4. STU offers career counseling to enhance the self-discovery and career exploration process. Student Services Director provides guidance and direction and help students address their individual needs and minimize any fear or confusion they might have regarding their career planning efforts. This office assists students in developing a sense of professional and personal focus.
5. A user-friendly web-based tool, that provides most current local data on wages, employment, job postings, and the associated STU education and training that can lead to students' intended career: <http://www.careercoach.sitanka.us/>
 - Declaring a major a university
 - Link majors to careers
 - Action plans
 - Career Portfolio
6. STU sponsors career fairs, information sessions, recruiter visits, on-campus interviews, and other networking events to give students the opportunity to meet and interact with employers and other representatives from the field to gather information and discuss potential employment opportunities. Also, STU offers programs to facilitate students' participation in internships, mentoring, job shadowing, mock interviews, and graduate school fairs.
7. STU internship program is monitored by the Student Services Director and is performed in conjunction with required Career Development courses. Students complete volunteer/internship hours during break times, or may be placed at local employers for the quadmester in order to receive on-the-job training. The employers also complete a pre and post evaluation to measure students' knowledge, skills and abilities from the beginning to the end of each placement.
8. STU instructors are also Transition Job Coaches with offices located within the Student Services Director. Transition Job Coaches work with students individually and in the classroom for the purpose of successful student transition from school to society. The program not only assists students in finding employment but also builds their social and professional skills through consistent and repetitive skill-building exercises and instruction specially designed to enhance appropriate workplace socialization and communication.

Final 2016 CAR placement results for all programs will be an agenda item at the December CEP Committee meeting. In addition to these short-term plans specific to the placement data analyzed, the campus has developed an overall Three-Year Strategic Placement Plan, shown in Appendix E, which is designed to enable the campus to meet its placement goals. This plan is reviewed at least annually and at all CECOM meetings, with revisions made as needed.

GRADUATION RATES

STU will track the percentage of students who complete their program of study in the amount of time identified in the catalog. The data will be extracted from student files. The baseline rates are the on-time graduation rates achieved by each program for the previous year. The goal is to have at least 96 percent of the graduates of each program finishing on time.

The graduation rate refers to the percentage of students in one entering class that completed a bachelor's and master's degree within a certain number of years. The success of post-secondary education systems can be measured or tracked using various outcomes, such as enrollment, time to degree completion, student persistence, dropout rates, or a number of other techniques used to assess or measure the system.

At Si Tanka University we identified the key explanatory variable(s) being examined in each study, and organized the studies into the four factors that influence a university's graduation rate.

Social Factors Impact on Graduation Rates

It can be described as characteristics of the environment in which the student grew up. Included in these are: parent's occupational status and income, parent's educational attainment, whether the student was raised in a single parent household, the average income in the neighborhood they grew up in, etc.

Student Factors' Impact on Graduation Rates

Student factors include characteristics of the student such as race, age, and gender. Factors such as income and parents educational attainment are sometimes considered to be student factors. The similarities between the two categories, student characteristics and social characteristics, make it slightly difficult to separate the two.

College Factors Impact on Graduation Rates

College factors include characteristics of an institution such as: sector (public vs. private institutions), institutional selectivity, location (state and degree of urbanization), cost of tuition, enrollment, and faculty characteristics. Colleges and universities have a role in encouraging and increasing student success; however, these institutions are limited in what they can do.

Financial Aid Factors Impact on Graduation Rates

In reviewing studies on the impact of financial aid on graduation rates, even though STU does not participate into Federal Financial Aid programs yet, we found some studies that focused on the type of aid: grants, loans, work study, etc., while other researchers have looked at how aid is distributed: based on financial need or academic merit. We also included data on the income level of students receiving aid and the percentage of financial aid recipients at a college that are in the different income levels.

On-Time Graduation Action Plan

Overall, the college achieved its baseline goal, with 100 percent of our graduates completing their program on time.

Table 6. ON-TIME GRADUATION RATES
During the 2016 CAR Period

Credential	# of Graduates	Program Length in Month	On-Time Graduation %
Bachelor of Science in Computer Science	1	48	100
Bachelor of Science in Management of Information Systems	0	48	100
Bachelor of Business Administration in Finance	1	48	100
Bachelor of Business Administration in Management	2	48	100
Master of Science in Computer Science	3	24	100
Master of Business Administration in Finance	2	24	100
Master of Business Administration in Management	2	24	100

On-Time Graduation Action Plan

Even though the Si Tanka University's On-Time Graduation Rate is 100 percent in 2015, but in the USA, only one out of three students (33%) graduates from a four-year bachelor's degree program in four years. In fact, after six years, only a little more than 60% of college students will have completed their college degree. According to the U.S. Department of Education's data, only 59% of the students that entered college in 2008 had graduated by 2014. The United States now ranks 12th in the world with regard to young people with college degrees. Extended attendance and inefficient credit attainment are costing students and their families billions of dollars and diminishing earnings potential for our young workers.

According to studies, the following are reasons that stop students graduate on-time:

- Parents let them.
- Students don't go to school every day.
- Students change their majors too much, and too late.
- Students go to too many schools, or they transfer and lose credits.
- Students work too much, and working class students work way too much.
- Universities make it difficult to get required classes.

Si Tanka University expects all full time students who are admitted to be able to graduate in four years or less. In fact, at recent graduations, 96-100% of the graduates had completed their degrees in four years or less. This has been possible because students at STU are motivated, focused and well advised by the College's faculty. Remarkably, they also are

able to study and complete significant research and internship experiences which are career enhancers while maintaining the pace for achieving their degrees.

Of course, not all students are in a position to graduate in four years. Some may need or prefer to work more than the 17 hours per week that are permitted and attend school part-time. Others may just choose a different pace or the opportunity to take a wider range of courses that are not directly related to their field of study.

To assist students in their plans to graduate in four years, the University has implemented an On-Time Graduation Action Plan which contains the following strategic items:

1. Expanded academic advising services. STU places centrally selected and trained advisors in academic departments across the campus as well as in specialized advising centers for students who are still choosing a major or need help in changing majors. With expertise on university policies, resources and opportunities as well as extensive training in effective guidance, these professional advisors promote students' progress and growth throughout their academic careers. Advisors work to empower students to take personal responsibility and ownership of their educational endeavors.
2. A structured program to work with undecided (and also re-deciding) students. These students are typically at risk for non-retention and often have academic difficulties due to their lack of focus on a clear program of study. Since implementing our program for exploratory students, their retention/graduation rates have consistently gone up and are now more in line with the general student population.
3. Expanded opportunities for high-achieving students. Our retention analysis indicates that approximately one third of the students leaving the University before graduation were doing very well academically. While personal and family issues often play a large part, we enhanced our efforts to keep these students engaged and motivated to complete their degrees at STU through expanding undergraduate research opportunities, providing greater variety in the offerings and activities for Honors students.
4. Four-Year Graduation Agreement. Students at the STU follow many diverse paths to complete their bachelor's degree. Students may elect to complete their degree requirements within four years of their initial freshman enrollment, depending on their major. Students who elect to participate in the Four Year Graduation Plan will work closely with their advisers to make sure they know the requirements that must be met and the appropriate sequences in which to take courses.
5. "Walkers" Policy. As students prepare to graduate, our current policy allows for students to participate in Commencement if they are within 9 credits of completing their requirements. The Registrar's office is tracking those who are walkers and working with each on a degree completion plan. These students are then followed up on throughout the summer and the following year to assess progress on the degree completion plan. More students will complete their degrees, resulting in improved graduation rates.

STUDENT SATISFACTION

Current student satisfaction is assessed once a year at the end of fall term. This survey solicits student opinions on a broad range of students' academic and co-curricular experiences, including instruction, advising and student services. This survey asks students to assess educational, social, and other aspects of Si Tanka University. It provides information about student behaviors including time use and academic engagement and community involvement. Data from the survey have been used in institutional and administrative research, as well as various instructional and scholarly research. They have been well integrated into policy discussions and learning outcomes assessment at Si Tanka University to guide the University on improving the educational experience. The form (see Appendix F) is completed online and is administered anonymously. Anonymity is guaranteed to all students and they are also provided the option to decline the survey. Students have one-week time frame to complete the survey by using their own time. The survey closed on December 14, 2015. In total, fifty-three invitations were sent out by e-mail. Forty-two surveys were submitted for a response rate of approximately seventy-nine percent.

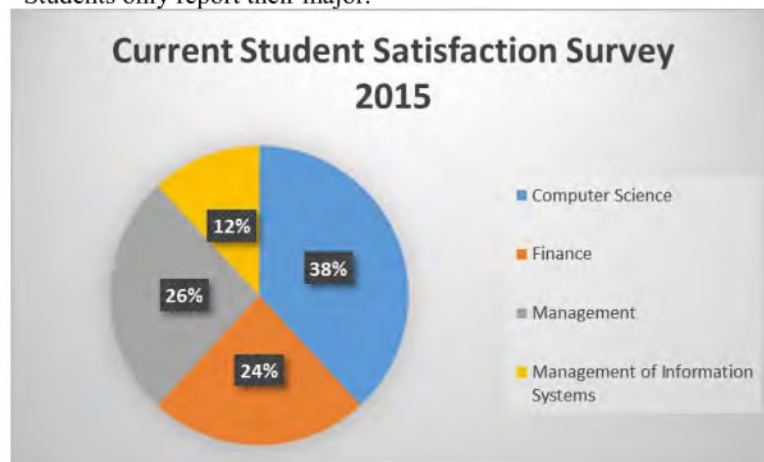
Using a four-point scale, where 1 = Not Dissatisfied and 4 = Very Satisfied, the base-line rate and goal is to achieve an overall average score of at least 3 ("Satisfied"). Any area achieving a score of less than 3 requires further analysis and corrective steps by the appropriate department, if deemed necessary. Prior year data is included wherever possible for comparison. The miscellaneous factors are analyzed separately.

The results for the two most recent surveys are shown in Table 7.

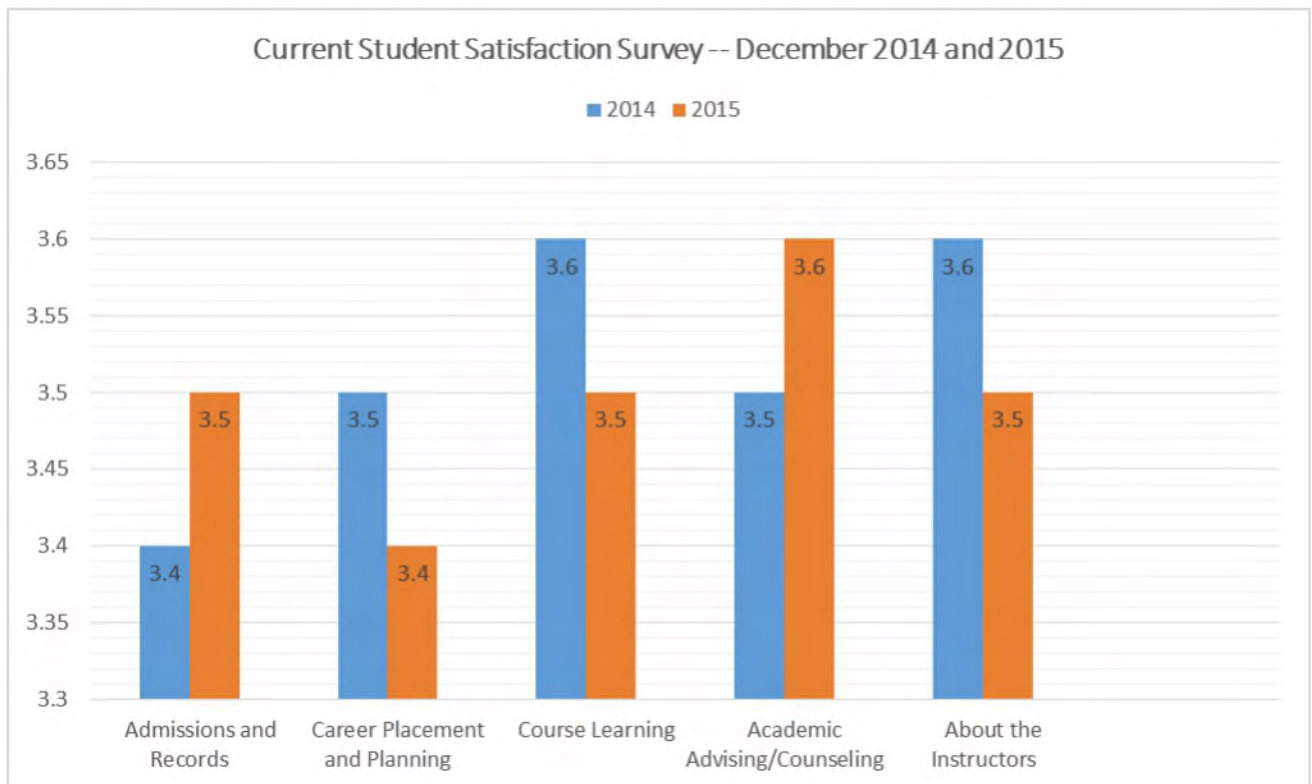
Table 7. CURRENT STUDENT SATISFACTION
Surveys completed December 2014 and 2015

Programs*	# of Surveys Taken 2015
Computer Science	16
Finance	10
Management	11
Management of Information Systems	5
Total	42

*Students only report their major.



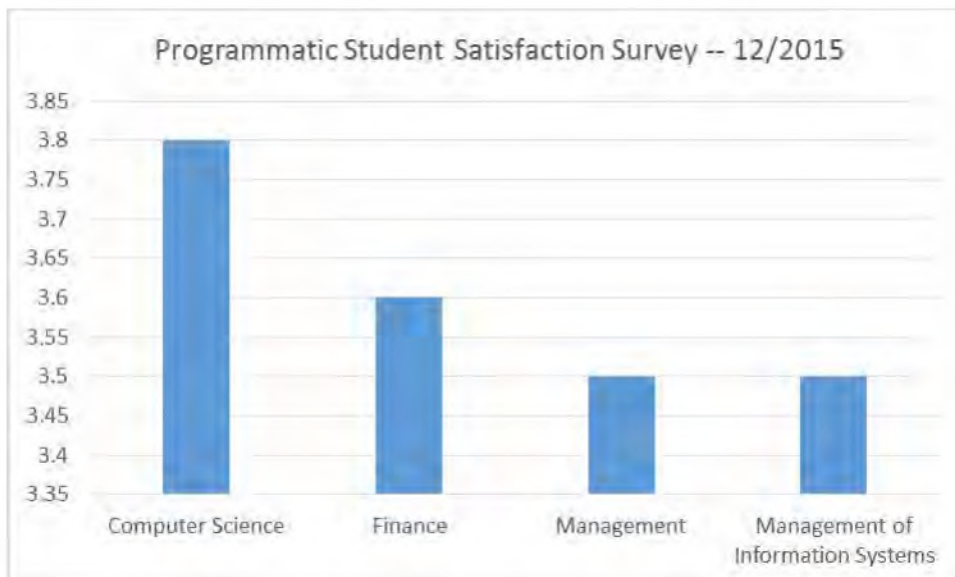
	2014	2015
Administration		
Admissions and Records	3.4	3.5
Career Placement and Planning	3.5	3.4
Administration Average	3.5	3.5
Academic		
Course Learning	3.6	3.5
Academic Advising/Counseling	3.5	3.6
About the Instructors	3.6	3.5
Academic Average	3.6	3.6
Overall Average	3.6	3.6



79 percent (42 out of 53) of current enrolled students did the survey. 38 percent (16 out of 42) were currently employed while taking the survey. Results from the 2015 survey show that, overall, student satisfaction remained unchanged from the previous year, with an average rating of 3.6 for both years.

PROGRAMMATIC STUDENT SATISFACTION (12/2015)

Programs	
Computer Science	3.8
Finance	3.6
Management	3.5
Management of Information Systems	3.5
Overall Average	3.7



The results show all programs receiving a rating of at least 3.5 which is above “Satisfied”, so no further action is warranted regarding programmatic student satisfaction.

By measuring and taking action on feedback from student customer satisfaction, departments are supporting the STU Strategic Plan of creating an agile and sustainable infrastructure by ensuring dedication to a people and service oriented culture. The most recent survey successfully collected feedback from 79% of the undergraduate and graduate student population at Si Tanka University, bringing in over 30 confidential comments to help departments improve their services.

Below are some comments from the surveys:

“[My department] is phenomenal; the professors are highly engaged in a variety of subjects, and are willing to work with you on projects that you value in independent studies.”

“She is a phenomenal teacher.... She challenges us to really think and she is always pushing us to go beyond what we think we are capable of.”

“The professors [in my department] in general engaged my interest and challenged me to grow; they're inspirational and passionate and always push me to do the best I can do.”

“Professors engaging themselves with the students was the best part of my experience here at STU.”

“I took a class ... my junior year and it really made me think about what I wanted to do with my life and reiterated the fact that I chose the right major and was going in the right direction in my life.”

“I really enjoyed [the] classes that I took. They challenged me to think and perform in ways I haven't experienced before. I now have a better appreciation for the world around me.”

“My senior capstone class challenged me. I had to choose a mathematics article, read, comprehend, write an 8-10 page paper on it, then give a presentation about it. This

presentation I am also giving at a conference.”

“My most engaging experience at STU were my senior seminar classes. The specialized subjects and smaller class sizes provided plenty of incentive for the intensive long-term projects; through this, I gained valuable information for autonomous learning and am excited to apply those skills after graduation as I continue to chase experience the topics I love.”

“The atmosphere has no competitiveness and as much as I consider myself noncompetitive sometimes its necessary to foster growth and produce leaders.”

“It's very easy to just go though the motions here. Very few professors expected a lot from me.”

“I have put hard work into my program. . . but I have seen other slide through their courses with very little work or knowledge. STU should increase the level of accountability that students are held to.”

“STU could push students to think more creatively and engage in more activities with the community. “

“Some teachers... really care about teaching you and offering up challenging lessons and experiences....others can make you feel like you're wasting your money.”

“There are very few teachers that are actually able to reach the students in a way that actually makes you want to learn.”

GRADUATE SATISFACTION

ACICS requires measurement of graduate satisfaction after placement. To meet this requirement and collect data and information to be used to continuously improve overall campus and programmatic operations, STU will e-mail students a graduate satisfaction survey (see Appendix G) 30-60 days following graduation. This survey is a brief survey designed to obtain information from STU's graduating students about their college experience and learning outcomes. It gathers opinions of graduating students related to various components of the educational experience at Si Tanka University and their post graduation plans. The survey will measure graduate satisfaction with all aspects of the administration and educational activities, specific preparation for employment, as well as miscellaneous factors since these aspects are considered crucial to the campus being able to achieve its mission. A free-response question, "What suggestions do you have for the university to better prepare graduates from your program for employment?" The survey is incorporated into the online process and is developed with input from STU's community.

STU continuously assesses its school data in order to evaluate the level of graduate satisfaction for campus effectiveness. The CEP identifies and describes how we collect the data and the rationale for using the data, identify baseline data, summarize and analyze the data collected, explain how the data have been used to improve and will be used to continuously improve educational processes and outcomes, and identify expected outcomes.

Using a five-point scale, where 1 = Very Dissatisfied and 5 = Very Satisfied, the baseline rate and goal is to achieve an overall average score of at least 3.5. Any area achieving a score of less than 3.5 requires further analysis and corrective steps by the appropriate department, if deemed necessary. Prior year data is included wherever possible for comparison. The miscellaneous factors are analyzed separately.

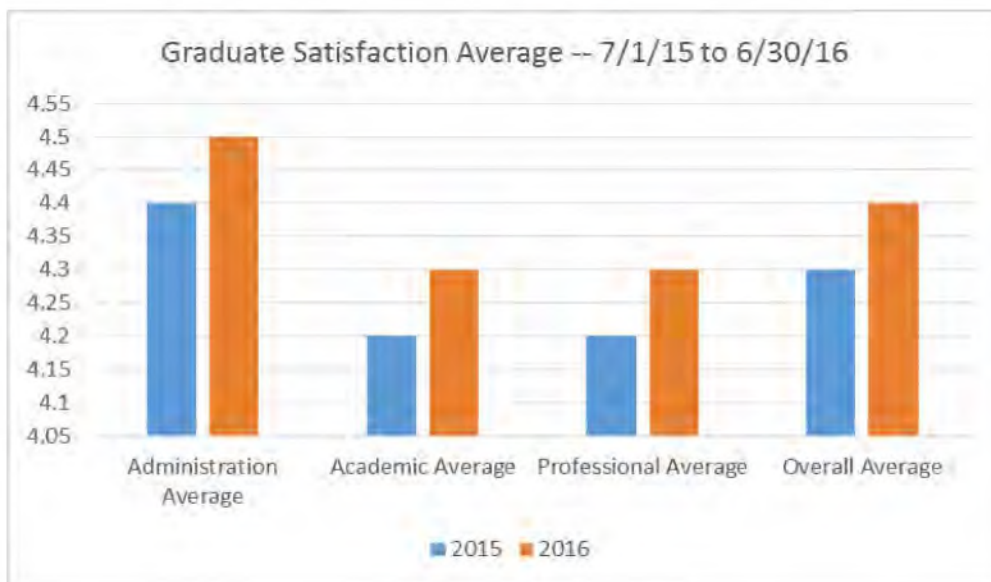
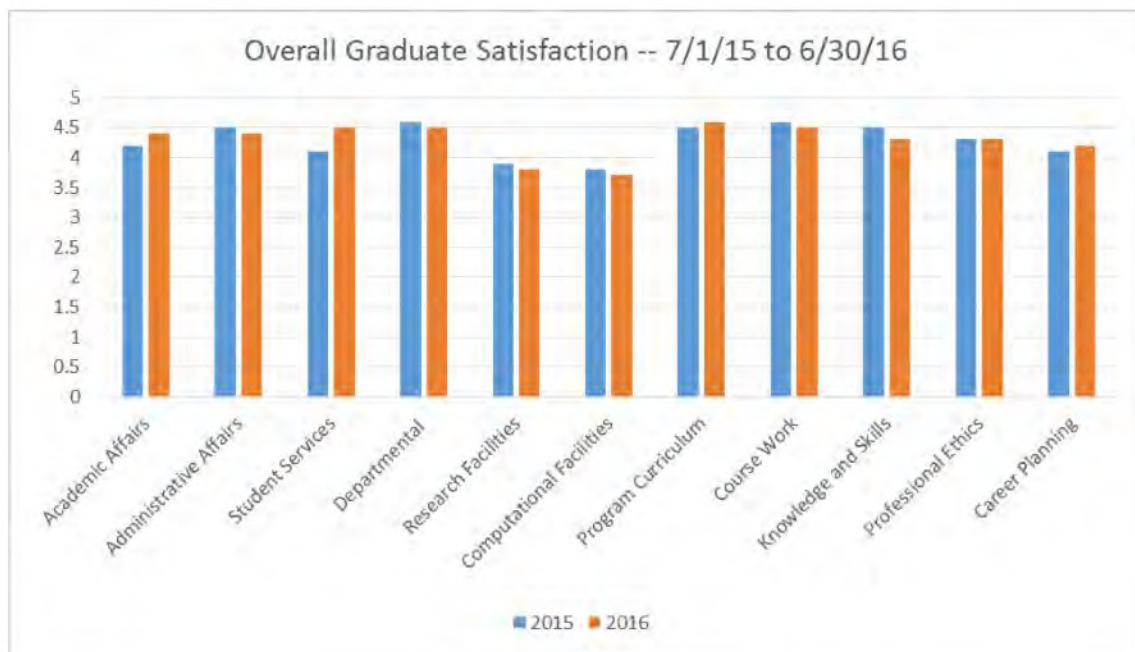
The survey form is completed online at various times during the CAR period. If a response has not been received in two weeks, a follow-up phone call is made to the graduate, urging him or her to complete the survey form as a means of improving campus operations for future students. If necessary, a second follow-up phone call is made two weeks later.

From July 1, 2015, through June 30, 2016, 10 graduates were placed, and all graduates completed the graduate satisfaction survey for a response rate of 100 percent. Overall graduate-satisfaction results for this period and for the complete 2016 CAR period are shown in Table 8.

Table 8. OVERALL GRADUATE SATISFACTION
July 1, 2015 – June 30, 2016

	2015	2016
Administration Offices		
Academic Affairs	4.2	4.4
Administrative Affairs	4.5	4.4
Student Services	4.1	4.5
Departmental	4.6	4.5
Administration Average	4.4	4.5
Academic Resources		

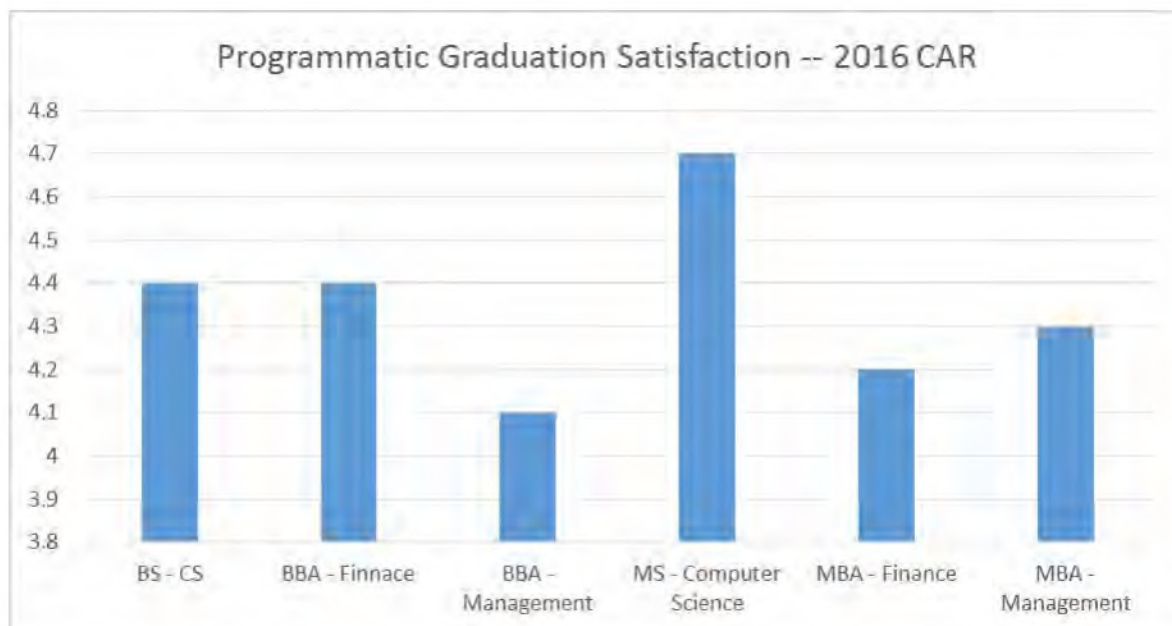
Research Facilities	3.9	3.8
Computational Facilities	3.8	3.7
Program Curriculum	4.5	4.6
Course Work	4.6	4.5
Academic Average	4.2	4.3
Professional Development		
Knowledge and Skills	4.5	4.3
Professional Ethics	4.3	4.3
Career Planning	4.1	4.2
Professional Average	4.2	4.3
Overall Average	4.3	4.4



The results show all programs receiving a rating of at least 4.4 which is above “Satisfied”, so no further action is warranted regarding overall graduating student satisfaction.

PROGRAMMATIC GRADUATE SATISFACTION
During the 2016 CAR Period

Credential	# of Graduates	
Bachelor of Science in Computer Science	1	4.4
Bachelor of Science in Management of Information Systems	0	0
Bachelor of Business Administration in Finance	1	4.4
Bachelor of Business Administration in Management	2	4.1
Master of Science in Computer Science	3	4.7
Master of Business Administration in Finance	2	4.2
Master of Business Administration in Management	2	4.3
Overall Average	10	4.4



The results show all programs receiving a rating of at least 4.4 which is above “Satisfied”, so no further action is warranted regarding programmatic graduating student satisfaction.

By measuring and taking action on feedback from student customer satisfaction, departments are supporting the STU Strategic Plan of creating an agile and sustainable infrastructure by ensuring dedication to a people and service oriented culture. The most recent survey successfully collected feedback from 100 percent of the graduating student population at Si Tanka University, bringing in over twenty confidential comments to help departments improve their services.

Below are some comments from the surveys:

“Of course, I found STU a challenging and engaging experience.”